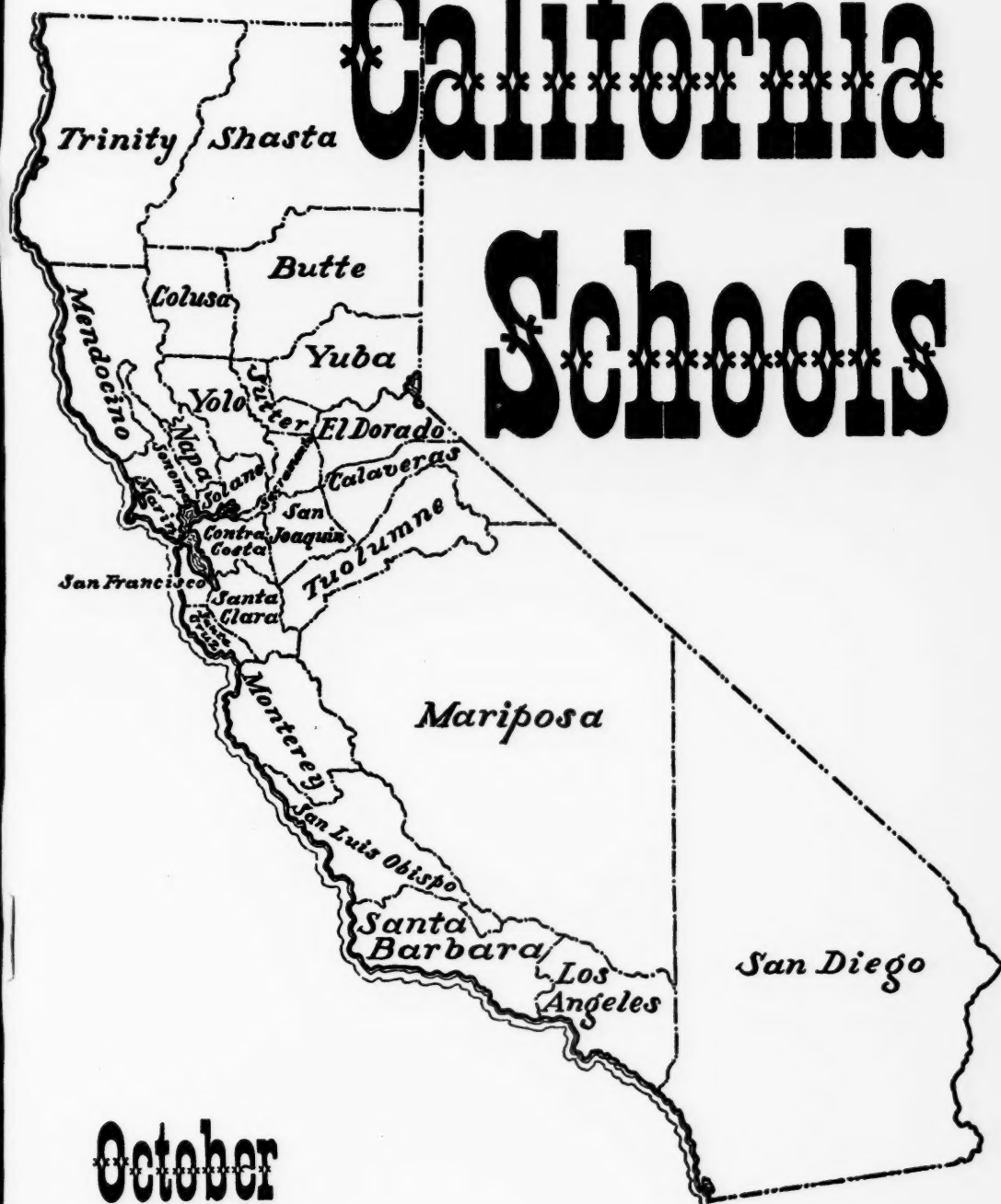


California Schools



October
1950

*The twenty-seven
original counties
1850*

CALIFORNIA SCHOOLS

VOL. XXI, No. 10

OCTOBER, 1950

ROY E. SIMPSON

Superintendent of Public Instruction

EDITOR

IVAN R. WATERMAN

Chief, Bureau of Textbooks and Publications

Official Publication Issued
Monthly by the California
State Department of Education

Entered as second-class matter May 8,
1930, at the Post Office at Sacramento,
California, under the Act of August 24,
1912.



CONTENTS

| | Page |
|--|------|
| Annual Report of the California Committee for the Study of Education, 1949-50 | 337 |
| Certification in California Public Schools, 1949-50 | 347 |
| Departmental Communications | 354 |
| Interpretations of School Law | 358 |
| Notes on Department Activities | 361 |
| For Your Information | 362 |
| Professional Literature | 367 |
| Directory of the California State Department of Education | 369 |

ANNUAL REPORT OF THE CALIFORNIA COMMITTEE FOR THE STUDY OF EDUCATION, 1949-1950

HIRAM W. EDWARDS, *Secretary-Treasurer of the Committee; and Director of Relations with Schools, University of California*

The California Committee for the Study of Education came into being in February, 1941, and this is the ninth annual report to be presented to the California school public. Essentially, the California Committee, which is composed of representatives from various educational groups and institutions, is concerned with such problems as may be of mutual interest and that may be solved co-operatively. As has been stated in earlier reports, the California Committee conducts its studies and research work through subcommittees. If a problem justifies investigation, it is presented to a group of experts by the California Committee. The subcommittee members, who may or may not be members of the parent body, are invited to study the topics and formulate recommendations. Subcommittee members are selected on the basis of broad experience in a particular area and specific knowledge within the field to be studied.

The majority of problems studied by the California Committee during its existence have been of a practical nature, particularly those involving relationships between different levels of education and different institutions. Some illustrations of subjects in which the Committee has made valuable contributions are the minimum essentials for high school and college courses in foreign languages, uniform names and numbers for basic and required lower division college courses, accreditation of high schools and colleges, and the inculcation in the elementary school curricula of matters tending to improve attitudes and practices in conservation.

CHANGES IN MEMBERSHIP

Favorable action was taken by members of the Committee on a request from the California School Supervisors Association for a representative on the California Committee. The number of representatives serving on the Committee from the Western College Association was increased from one to two members. This increase was made in view of the expanding functions of the Western College Association.

With the dissolution of the Western Association of Colleges and Secondary Schools, the representation from that organization was deleted from the membership list.

SUMMARIES OF SUBCOMMITTEE REPORTS

1. *Subcommittee on Admissions.* This subcommittee was established to study the problems of admission to colleges and universities of California, both from the standpoint of admission at the freshman level

and at the junior year (fifteenth grade).¹ In a progress report, the subcommittee chairman informed the California Committee of an attempt to establish statistical procedures that will improve the evaluation of admission requirements. Such procedures should necessarily be uniform among the participating junior colleges and state colleges. Entering students will be classified for statistical study, especially with the view of judging the importance of various patterns of subject preparation in high school and junior college.

The statistical procedures now used by the University of California have been adopted by the subcommittee as a *modus operandi*. Two tentative conclusions which have been reached in early observation of student records at the University of California are (1) that divergence from a definite pattern of required high school subjects by one or two subjects made no particular difference in the scholastic record in college, and (2) that previous scholastic performance does tend to indicate the student's academic success.

In arriving at definite recommendations, the subcommittee will take into account the belief that ability to meet entrance requirements should assure a student a reasonable chance to succeed in college. These requirements should be elastic enough to admit a large proportion of those likely to succeed, but sufficiently selective to eliminate a large proportion of those unlikely to succeed.

To determine the efficiency of entrance requirements, the subcommittee has decided that it will be necessary to correlate the student's qualifications on entrance with his degree of subsequent success. Records of students admitted by fixed standards will be classified in three groups: (1) students whose records fall below a C average in college in their first semester, (2) those who attain a grade point average above 1.80 in the first semester, and (3) those who withdraw from college in the first semester. The efficiency of entrance requirements will be further judged by a comparison of students whose records suggest a highly favorable prognosis of scholastic success with those whose likelihood of achieving satisfactory grades is questionable. The differential between grades achieved in previous schools and in the first semester of college will further serve to indicate the efficaciousness of admission requirements.

H. A. Spindt, Director of Admissions, University of California, is Chairman of the Subcommittee on Admissions. The other members are H. C. Winbigler, Stanford University; H. M. McPherson, Napa Junior College; G. E. Dotson, Long Beach City College; Reverend John Foudy, Catholic school administration; F. M. Lawson, Sacramento public schools; A. C. Graves, Humboldt State College; Florence Brady, Occidental College; Joe H. West, San Jose State College; Hugh M. Bell, Chico State College; Stanley B. Freeborn, University of California; Hugh Willett,

¹ "The Establishment of the California Subcommittee on Admissions," *California Journal of Secondary Education*, XXIII (October, 1948), 338.

University of Southern California; and Basil H. Peterson, Orange Coast Junior College.

2. *Subcommittee on Scholarship Awards.* A study of scholarship awards was authorized by the California Committee at its spring meeting, 1949, as a result of a request of President Robert Gordon Sproul of the University of California.¹ The subcommittee progress report indicates that action has been taken on every point included in the original proposal. The main item in connection with the investigation is concerned with the determination of the amount and type of funds that will be necessary to assure the four-year college education of our distinguished and qualified high school graduates, regardless of economic status. Answers to questionnaires completed by high school principals have served to indicate the percentages of graduates, both outstanding and capable, who are annually prevented from entering collegiate institutions by reason of lack of finances. In this study the answers of principals whose schools are within commuting distance of a public institution of higher learning are also compared with those whose schools are more remote.

The Subcommittee on Scholarship Awards is furthermore interested in recommending the type of organization and the nature of procedures that will serve to satisfy the proposal regarding subsistence scholarships as outlined in the Strayer committee report.²

The criteria of selection of scholars as used by leading universities throughout the country have been analyzed and compared with methods now employed in California. In addition to the factors of financial need, academic achievement, and promise of future success, many of the scholarship programs throughout the United States require test scores on some form of aptitude test as a criterion of selection. Some universities that use these examinations have found them to be the most reliable single instrument of selection.

Other surveys completed by the subcommittee have indicated the amount of financial assistance now available to college students in the State of California in the form of scholarships and loans. Job possibilities could not be included in the study because the information available would not be reliable or consistent.

The members of the subcommittee believe that, generally, those qualified secondary school graduates who applied for college scholarships but did not win awards would represent the number of students who needed financial assistance, and would in all likelihood be among those to benefit under a plan of state scholarships as proposed by the

¹ "Annual Report of the California Committee for the Study of Education," *California Schools*, XX (September, 1949), 253-54.

² "Subsistence Scholarships," in *A Report of a Survey of the Needs of California in Higher Education*, pp. 109-111. Prepared by the Committee on the Conduct of the Study, Appointed by the Liaison Committee of the Regents of the University of California and the State Board of Education, George D. Strayer, *Chairman*, Monroe E. Deutsch, and Aubrey A. Douglass. Berkeley, California: Published by the Committee for the Survey of the Needs of California in Higher Education, March 1, 1948.

Strayer Committee. For this reason, it was believed important to learn whether or not those unsuccessful applicants for scholarships at the state colleges, the state university, and several of the private colleges were unable to continue their education. These surveys, for the most part, have been completed and they provide an indication of the amount of the financial assistance necessary to assure a four-year collegiate course for capable secondary school students now financially unable to attend a college.

3. *Subcommittee on Developing Better Ethical Standards among Students.* The preliminary studies of this subcommittee were essentially of an exploratory nature, since this problem, important as it is, has not previously received extensive investigation. The subcommittee was agreed that it should be possible to set up a code of ethical principles which would be generally accepted as being sound and right. Techniques and methods would need to be devised for introducing the code of ethical principles in school curricula and for developing suitable and practical means of motivation, so that the ideals could be instilled in the students.

During the discussion following the progress report of the subcommittee, mention was made of the importance of the work done by teachers in developing a sense of values among their students. Often this work is offset, if not undone, by influences and activities in the home, indicating that education in this field is needed also for the parents.

Agreement between the student's ethical code and the school operational code is fundamentally important and requires active co-operation of the principal and the deans with student leaders.

Members of the subcommittee feel that some of the practices in the teaching of ethical standards, at certain levels, are excellent and that investigation of those practices will be valuable.

The California Committee recommended that the work of this subcommittee continue and offered to appoint additional members to the study group. At the request of the subcommittee for a larger membership, Mrs. Erma Pixley of the Curriculum Division of the Los Angeles Public Schools, and John W. Wilson, Principal of the David Starr Jordan High School, Long Beach, were invited to serve as members of the subcommittee in the further study of the problem.

4. *Subcommittee on Reciprocity at the Junior Level.* The establishment of this subcommittee was authorized at the annual spring meeting, 1949, to study reciprocity at the junior level among colleges in California in the acceptance of lower division programs of instruction.¹

Two tentative conclusions have been reached by the subcommittee in preliminary study. A complete survey of lower division requirements in four-year colleges of the state is necessary. Furthermore, the junior colleges need to conduct studies to determine accurately the effects of

¹ "Annual Report of the California Committee for the Study of Education," *California Schools*, XX (September, 1949), 253-54.

the present situation upon junior college graduates who enter four-year colleges in California. With such information available, the subcommittee will then be able to make definite recommendations as to a minimum program and requirements for admission to the junior level in collegiate programs of study.

Three important questions now face the subcommittee and will be studied by the members. Would it be possible to establish a system of reciprocity in which admission to the junior level might be based on number of units completed rather than on the completion of a specific subject pattern? Can examinations serve to determine eligibility of admission with junior status? What effects on admission procedures at the junior level may be expected as a result of the various experiments in general education at the lower division level?

The subcommittee was requested to continue the study on reciprocity at the junior level. Monroe E. Deutsch, Chairman of the World Affairs Council of California, has been invited to serve as consultant to the subcommittee and has accepted. Grace V. Bird, Associate Director of the Office of Relations with Schools, University of California, has also agreed to work with the subcommittee.

5. *Subcommittee on Foreign Languages.* The State Department of Education published a bulletin¹ in which were included the final reports of seven language groups. Original plans of the Committee embraced similar reports in Chinese and Japanese. Owing to the fact that very few, if any, California high schools or junior colleges have offered study in either Chinese or Japanese, there seemed to be less need at this time for preparing outlines of minimum essentials in these two languages. However, it is desirable to prepare the groundwork for an introduction of the study of one or both of these Oriental languages in our secondary schools.

The Chinese Language Division, under the chairmanship of Professor Shih-hsiang Chen, has prepared proposals that will be of value and interest to school and college teachers and administrators in California. The proposals have been approved by the Steering Committee for inclusion in this report.

SOME TENTATIVE PROPOSALS TOWARD FORMULATING A PROGRAM OF TEACHING CHINESE IN HIGH SCHOOLS AND JUNIOR COLLEGES²

INTRODUCTORY NOTE

In formulating a program for teaching the Chinese language in secondary schools, perhaps two basic points should be taken into consideration on both ideal

¹ *Minimum Essentials for a Foreign Language Program for the High School.* Bulletin of the California State Department of Education, Vol. XVIII, No. 3, May, 1949. Sacramento 14: California State Department of Education, 1949. Pp. xvi + 102.

² Prepared by Professor Shih-hsiang Chen, Chairman, Chinese Language Division, Subcommittee on Foreign Languages, on the basis of a preliminary discussion with two other members of the division—Y. R. Chao and Richard J. Miller of the University of California, Berkeley—with concurrence by correspondence from S. W. Chan of Stanford University and Y. C. Chu of University of California, Los Angeles.

and practical grounds. First, how should such a program be fitted into a high school system? Second, in what form and manner can the Chinese language be taught effectively on the high school level? Answers to both questions must take into consideration the same unfortunate reality that, although the importance of learning Chinese has been realized more and more keenly, for a number of reasons it is still generally regarded as an exotic novelty. Furthermore, this exoticism, which is obviously a barrier to any sound pedagogy, instead of being appreciably lessened in inverse proportion to increased effort on the part of the instructor, has often been exploited as a teaching expedient. Of course, there are strikingly picturesque qualities of the Chinese language, such as the written characters and the modulating tones, that can, admittedly, induce great curiosity and esthetic pleasure on the part of the student and that can profitably be considered in specialized studies of comparative culture and philology. But for educational purposes, especially on the high school level, it is more fundamental to formulate and drive home the fact that Chinese is as much a modern, living language as any other, used by hundreds of millions in conversation, for practical communication of thoughts and ideas in daily life as well as for interpretation of their past culture and philology. The Chinese language should be taught as a living tongue, especially on the high school level; and it should be a matter of first concern to develop ways and methods to facilitate such instruction and, with due respect for the unique features of the language, to reduce as far as possible the impression of its quaintness and exoticism.

If the above premise is granted, then the answer to our first question, i.e., how the program can and should fit into the high school system, would be that it should be so developed as to make it feasible to teach Chinese in high schools *on a par with* the more familiar foreign languages such as German, French, and Spanish. Such teaching materials and methods are to be proffered so that the student studying Chinese would receive credit recognition equivalent to that which he would have received had he been studying another foreign language. This is ideally what should be done, and is perhaps also the only practical way for having Chinese taught in high schools. Further, there are reasons for belief that with the remarkable advancement of Chinese studies and the fruitful philological investigations of the Chinese language in leading universities, such a program is practicable if given some specific aid.

Secondly, regarding the question as to the manner and form in which Chinese should be presented in high schools as a foreign language, the committee recommends, summarily, the teaching of romanized, modern, colloquial Chinese rather than the character-drawing script. We fully recognize that the characters do hold some curious interest of value for instruction (although often on much too amateurish a level, too easily nearing dilettantism unless a good dose of the whole philosophy and history of the evolution of Chinese characters be injected into the textbooks, which then will be too much for high school students to take). Although we further recognize the fact that the characters are still used by the Chinese as a chief means of writing their language and that foreign students of the language eventually will have to come into contact with this writing, nevertheless, the fact has to be faced squarely that the distracting, difficult, and time-consuming process of learning the characters stands too much in the way of the young beginner in learning the total, more fundamental, reality of Chinese as a living tongue, i.e., a working knowledge of the essentials of syntax and of a living vocabulary. When we consider that these essentials, being fundamental to any living tongue, can be adequately represented in a sound system of romanization, there seems to be no reason to let the student's progress be so hindered by learning the characters that consequently the Chinese language, so keenly realized as an important foreign language, should be deprived of a credit status on a par with the other major foreign languages.

It is well known that the Chinese themselves, since the early decades of this century, have been trying to adopt an alphabetic form of writing. Whether eventually this will supersede the characters has to depend on quite complex political and social circumstances. Or the supersedure may be, for elementary and mass education at least, just a matter of time. This, however, by no means suggests that the time will come when the Chinese characters will be entirely of no value. On the contrary, it can be safely maintained that for the understanding of the long history of Chinese culture in higher learning and academic research, the knowledge of the characters will always be of great value and indispensable and that even in the more ordinary walks of life the use of the characters may not be abandoned for quite some time. What is meant here, however, is simply that for our designated limited purpose, namely, to provide for high schools an effective, fruitful program for teaching the essentials of the syntax and vocabulary of Chinese as a modern living tongue (such essentials as must form the basis for the learning of any modern language), we can look toward the Chinese themselves and find that alphabetic writing has not only been thought of among educators and philologists as an ideal for effective elementary teaching of the language but has been actually developed into a well-rounded system, tested and proved successful. This system is the "National Romanization" or *Gwoyew Romatzyh* (G. R.). A number of other systems of romanization have been designed by both foreigners and Chinese. Arguments for or against any of these systems for political reasons, or regarding minute details, do not concern us here. Nor are we at the present insisting on recommending any particular system. But a consideration of one of the established systems such as the G. R. might make clearer the problems of teaching romanized Chinese and lead to satisfactory solution of them for practical purposes.

First, the G. R. tonal spelling, giving an individuality to the physiognomy of the romanized words, has proved in practice to be a powerful aid in enabling the student to grasp the material with greater ease, precision, and clearness. Secondly, it does away with all the diacritical marks or figures, while adequately representing the tone-distinctions with letters incorporated as an integral part of each word; thus in its way it simplifies orthography and facilitates printing. Thirdly, it is a system that has not only been consistently and successfully tried in both military and civilian courses in the United States since 1943¹ but has been also used with a full demonstration of its advantages and desirability in an up-to-date textbook—*Mandarin Primer* by Yuen Ren Chao (Harvard University Press, 1948)—which is gaining wider and wider use. Although the book is designed primarily for college courses and adult education, its content, including analysis of grammar, sounds, and explanations of teaching methods, treats so thoroughly all the problems and features of beginner's modern spoken Chinese (in Mandarin), that much can be drawn from it to make a useful text for high schools according to the principles and goals proposed above. In compilation of the proposed future high school edition serious consideration will be given also to the advantages of other texts and romanization systems that may be adopted or incorporated. This suggestion is made here that inasmuch as high school Chinese is generally in the pre-inceptive stage, it is highly desirable that establishment of instruction in this subject be considered on such a basis as would make possible its co-ordination with a college course of the same nature, under a clearly defined and meticulously wrought system of teaching methods and materials actually embodied in such existing texts as the *Mandarin Primer*.

In formulating a program of high school Chinese, the first concern will be to decide on the quantity of vocabulary in a word list and the scope of the essentials of grammar to be covered. Using the romanized system of writing without the complication of the characters, we are able to define a word in modern spoken

¹ In England this system has been consistently used by the London School of Oriental and African Studies, in classes and in its several publications.

Chinese as a syntactic unit, regardless of its number of syllables, spelt in one word-form as exemplified in the *Mandarin Primer*, which feature represents the crystallization into concrete examples of the accepted working definition of a word in modern Chinese among grammarians and philologists. It is in this sense of "Chinese words" that our word list will be counted. Besides deciding upon the scope of the word list and the essentials of grammar, we shall also consider recommending a small number of characters to be introduced, very sparsely in the first year, and chiefly in the second. This recommendation is not made as a mere courteous gesture to the time-honoured characters. Our main emphasis is still on using romanization as the sole means to effect the proficiency of the student's spoken Chinese in two years' time. The characters, on the other hand, are taught for their own practical value to the student, whether he will later take up advanced studies of Chinese literature in college, or learn only this small number of characters which may most likely be of interest to him in his daily life. Therefore, the selection of characters to be taught will be governed by two principles. They will include some basic characters graphically most interesting and capable of giving the student a sense of the truth about Chinese etymology in its graphic aspect, and those which appear as public signs, outstanding in Chinese newspapers, or characters for such Anglicized Chinese as most often occurs in English papers or speech. The number of these chosen characters should not exceed 200 for a two-year program, so that thus taught for their definitive value they may not be too much of an added burden in the main course of instruction by romanization.

The following is a brief outline summarizing the committee's tentative proposals for discussion:

RECOMMENDATIONS

1. The program is proposed for two years, or approximately 300 hours of instruction.
2. For the first year, a vocabulary of around 700 words (syntactic units in romanization) such as are most commonly used in simple conversation is provided. These should be learned by rote. A good foundation of accurate pronunciation must be laid by intensive drill. Type sentences and phrases, idiomatically making active use of these words, are to be memorized and practiced in conversational exercises. About a hundred such simple phrases and sentences when memorized should form the basis for the student's pattern for expression of his thought within the vocabulary he has acquired.
3. At the end of the second year, by addition and derivation, the vocabulary is increased to 2000. Whereas in the first year the approach is mainly functional, during the second year it will be more analytical. While sentences idiomatically expressing much more complex thoughts naturally will be developed with the increase of the vocabulary, grammatical analysis must be adequately introduced. Whereas during the first year the vocabulary chiefly deals with expressions used in daily life, in the second year some basic knowledge of Chinese culture and history and contemporary events should be incorporated in the texts.
4. During the two years the characters are introduced in a one-to-ten proportion with the words, i.e., about 70 characters for the first year and 130 in the second, to be selected and taught on the principals proposed in the "Introductory Note" above.
5. Grammar is generally to be taught inductively, with concrete illustrations of type sentences and phrases, developed as these accumulate. In the second year, some deductive approach can be used, of which the end in view is, however, toward functional rules rather than formal theories.
6. To aid instruction, the use of gramophone records, films, dramatization, and other means of direct contact with the language is of course always encouraged.

7. If the instruction of Chinese in high schools is to start on a sound and effective basis to bring it on a par with other major foreign languages, which is necessary and highly possible, co-ordinate projects should be advised in higher institutions to train teachers and to make texts for the specific purpose. Time and effort must be taken to establish this special field of educational work.

8. In the State of California, incidental consideration may also be given to the fact that there is a large Chinese population consisting of residents or citizens born in the United States who speak only the Cantonese dialect. Following the trends in China which tend to make Mandarin the national language, there has been a growing interest among these people in learning Mandarin and training themselves as teachers. A great part of this program can be used for them as well.

MEMBERSHIP LIST

CALIFORNIA COMMITTEE FOR THE STUDY OF EDUCATION

| <i>Name</i> | <i>Organization</i> | <i>Term Expires December 31</i> |
|---------------------|---|-------------------------------------|
| THOMAS L. NELSON | California Association of School Administrators | 1950 |
| HOMER H. CORNICK | California Association of School Administrators | 1951 |
| CHARLES S. MORRIS | California Association of School Administrators | 1952 |
| ERWIN A. DANN | California Association of Secondary School Administrators | 1950 |
| J. E. HURLEY | California Association of Secondary School Administrators | 1951 |
| E. H. REDFORD | California Association of Adult Education Administrators | 1950 |
| HOWARD H. PATTEE | California Association of Independent Schools | 1950 |
| VESTA M. PETERSEN | California Elementary School Administrators Association | 1952 |
| JACK D. REES | California Elementary School Administrators Association | 1951 |
| ELMER C. SANDMEYER | California Junior College Association | 1951 |
| LYDD LUCKMANN | California Junior College Association | 1952 |
| FRANK B. LINDSAY | State Department of Education | 1952 |
| JAY D. CONNER | State Department of Education | 1950 |
| WARREN H. NATWICK | State Department of Education | 1951 |
| J. PAUL LEONARD | State Colleges | 1951 |
| EDWARD W. STRONG | University of California | 1952 |
| PAUL A. DODD | University of California | 1950 |
| HIRAM W. EDWARDS | University of California | 1951 |
| R. D. HARRIMAN | Western College Association | 1951 |
| EVELYN STEEL LITTLE | Western College Association | 1953 |
| FRANK W. THOMAS | California Society of Secondary Education | 1952 |
| REV. JAMES BROWN | California Council of Catholic School Superintendents | 1952 |
| | California School Supervisors Association | 1953 |

ALTERNATES

| | |
|---------------------|---|
| WILLIAM G. PADEN | California Association of School Administrators |
| W. H. VAN DYKE | California Association of Secondary School Administrators |
| DAVID L. GREENE | California Association of Adult Education Administrators |
| ANSON S. THACHER | California Association of Independent Schools |
| ENOCH DUMAS | California Elementary School Administrators Association |
| BASIL H. PETERSON | California Junior College Association |
| WALTER R. HEPNER | State Colleges |
| H. A. SPINDT | University of California |
| JOHN L. MOTHERSHEAD | Western College Association |
| H. M. MCPHERSON | California Society of Secondary Education |
| REV. PATRICK ROCHE | California Council of Catholic School Superintendents |

STEERING COMMITTEE

| | |
|--|--|
| ERWIN A. DANN, California Association of Secondary School Administrators | <i>Chairman of the California Committee</i> |
| R. D. HARRIMAN, Western College Association | <i>Vice-Chairman of the California Committee</i> |
| HIRAM W. EDWARDS, University of California | <i>Secretary-Treasurer of the California Committee</i> |
| J. PAUL LEONARD, State Colleges | |
| FRANK B. LINDSAY, State Department of Education | |

FINANCIAL REPORT

A. Publications Pool (as of July 1, 1950)

(1) Receipts

| | |
|--------------------------------------|-----------------|
| Balance on hand, July 1, 1949 | \$571.69 |
| From sale of Foreign Language Report | 61.00 |
| TOTAL RECEIPTS | \$632.69 |

(2) Expenditures

| | |
|----------------------------|-----------------|
| Paid out for mimeographing | \$8.25 |
| TOTAL EXPENDITURES | \$8.25 |
| BALANCE ON HAND | \$624.44 |

CERTIFICATION IN CALIFORNIA PUBLIC SCHOOLS, 1949-50

JAMES C. STONE, *Consultant in Teacher Education*

- The largest number of certification documents issued to teachers in any single year in the history of California's public schools was recorded during 1949-50 by the Credentials Office.
- There has been a sharp decline in the number of emergency credentials granted, as well as a substantial increase in the number of regular credentials issued.
- The 35,540 teachers who were granted credentials during 1949 received or already held in force a total of 52,563 valid documents authorizing service in California public schools.
- The number of credentials granted in 1949-50 upon the recommendation of California colleges and universities is four times as large as in the preceding year.
- The number of regular credentials issued for secondary school teaching continues to be greater than the number of regular credentials issued for elementary school teaching.

These are some of the facts revealed by two extensive reports recently prepared by the Credentials Office for the State Board of Education. The first report, entitled "Annual Statistical Report on Teacher Certification," covers the number and types of documents issued during the fiscal year 1949-50. The second report, entitled "Number of Teachers Certificated, 1949,"¹ contains data on the number of individual teachers certificated during the calendar year 1949 and the relationship of the number of teachers to the number and types of documents held. Each of these reports is discussed in some detail in the following pages.

ANNUAL STATISTICAL REPORT ON TEACHER CERTIFICATION, 1949-50

The annual compilation of data on the number and types of credentials, life diplomas, and permits for public school service issued by the State Board of Education is presented in the tables that follow. Credentials are reported by number, type, method of issuance, and level of service authorized. Comparisons are made with similar data for the preceding fiscal year, 1948-49.

Table 1 shows that the total number of documents of all types issued during 1949-50 was 48,498, an increase of 2 per cent over the number issued in 1948-49. This is the largest number of documents issued to

¹ The term *teacher* as used in these reports includes classroom teachers, supervisors, administrators, and other credentialed personnel. The terms *document* and *certificate* refer to credentials, life diplomas, permits, and other official forms which authorize service in California public schools.

Table 1

**CREDENTIALS, LIFE DIPLOMAS, AND PERMITS AUTHORIZING PUBLIC
SCHOOL SERVICE ISSUED, JULY 1, 1949, TO JUNE 30, 1950**

| Type of Document | Regular | | Emergency Cred- entials | Re- newals of Regular Cred- entials | Life di- plomas | Per- mits | Total |
|---|--|--|-------------------------------|--|-----------------------|--------------|---------------|
| | Issued on direct applica- tion | Issued on institu- tional recom- menda- tion | | | | | |
| Administration Credential..... | 513 | 395 | 260 | 285 | 130 | ----- | 1,583 |
| Adult Education Credential..... | 2,494 | ----- | 1,003 | 512 | 12 | ----- | 4,021 |
| Exchange Teacher Credential..... | 11 | ----- | ----- | ----- | ----- | ----- | 11 |
| General Elementary Credential..... | 3,786 | 1,697 | 7,978 | 2,252 | 968 | ----- | 16,681 |
| Provisional General Elementary Credential..... | 1,111 | ----- | ----- | 153 | ----- | ----- | 1,264 |
| General Secondary Credential..... | 3,266 | 1,023 | 1,918 | 2,194 | 715 | ----- | 9,116 |
| Health and Development Creden- tial..... | 334 | ----- | 539 | 115 | 14 | ----- | 1,002 |
| Junior College Credential..... | 194 | 51 | ----- | 72 | 9 | ----- | 326 |
| Junior High Credential..... | 928 | 108 | 19 | 377 | 150 | ----- | 1,582 |
| Junior High and Elementary Cre- dential..... | ----- | ----- | ----- | 25 | ----- | ----- | 25 |
| Kindergarten-Primary Credential..... | 426 | 215 | 681 | 234 | 86 | ----- | 1,642 |
| Provisional Kindergarten-Primary Credential..... | 159 | ----- | ----- | ----- | ----- | ----- | 159 |
| Special Secondary Credential..... | 2,095 | 1,397 | 942 | 1,308 | 271 | ----- | 6,013 |
| Supervision Credential..... | 147 | 56 | 69 | 46 | 17 | ----- | 335 |
| Child Care Permit..... | ----- | ----- | ----- | ----- | ----- | 2,577 | 2,577 |
| Lecture Permit..... | ----- | ----- | ----- | ----- | ----- | 2,161 | 2,161 |
| Total..... | 15,464 | 4,942 | 13,409 | 7,573 | 2,372 | 4,738 | 48,498 |
| Total for same period last year..... | 13,504 | 3,461 | 17,318 | 6,918 | 2,111 | 4,291 | 47,603 |
| Increase or decrease over last year | | | | | | | |
| Amount..... | +1,960 | +1,481 | -3,909 | +655 | +261 | +447 | +895 |
| Percentage..... | +15 | +43 | -23 | +9 | +12 | +10 | +2 |

teachers and other certificated personnel in any single year in the history of California's public schools. The total number of regular credentials issued was 20,406, an increase of 20 per cent over the total for the previous year. A notable increase of 15 per cent appears in the number of regular credentials issued on direct application through the Credentials Office.

The increases of 9 per cent in life diplomas issued and 12 per cent in renewals granted, shown in Table 1, indicate progress toward stabilization of the profession in California for the first time since World War II, a situation which may be subject to acute reversal in the early future.

The greater number of secondary school teachers who have renewed their credentials or obtained life diplomas, as shown in Table 2, gives evidence of a lesser degree of turnover among secondary school teachers than among elementary school teachers.

Table 2 shows that of the 25,270 documents issued during the year on the regular basis (i.e., other than the emergency basis), 14,158 authorized secondary school teaching service and 11,112 authorized elementary teaching service. Thus, in spite of the fact that California's need for ele-

Table 2
NUMBER OF REGULAR CREDENTIALS, RENEWALS, AND LIFE DIPLOMAS
ISSUED FOR ELEMENTARY AND SECONDARY TEACHING SERVICE
July 1, 1949, to June 30, 1950

| Type of Document | Regular Credentials | | | Life Diplomas | Total |
|---|------------------------------|--|---------|---------------|--------|
| | Issued on Direct Application | Issued on Institutional Recommendation | Renewed | | |
| ELEMENTARY CREDENTIALS..... Including Kindergarten-Primary, Provisional Kindergarten-Primary, General Elementary, Provisional General Elementary, Junior High and Elementary | 5,482 | 1,912 | 2,664 | 1,054 | 11,112 |
| SECONDARY CREDENTIALS..... Including Junior High, General Secondary, Special Secondary, and Junior College | 6,483 | 2,579 | 3,951 | 1,145 | 14,158 |
| Total..... | 11,965 | 4,491 | 6,615 | 2,199 | 25,270 |

mentary school teachers far outweighs the need for secondary school teachers, the number of regular credentials issued for secondary school teaching continues to be greater than the number issued for elementary school teaching.

A total of 13,409 emergency credentials, as shown in Table 1, was issued during the fiscal year 1949-50, a decrease of 23 per cent from the number issued during the previous year. Of these emergency credentials, 65 per cent authorized service in elementary schools (681 emergency kindergarten-primary and 7,978 general elementary credentials). The 50 per cent decrease (Table 3) in the number of emergency credentials issued between May 1 and September 15, 1950, as compared with the number issued during the similar period in 1949, is probably the result of the increase in the supply of teachers with regular credentials as well as of the more stringent regulations governing the issuance of emergency credentials recently adopted by the State Board of Education. The necessity for issuing emergency credentials has continued to a lessened degree into the current school year. However, this necessity may increase again as the current world crisis extends its demands upon the manpower of our state and nation, and a re-evaluation of present emergency credential regulations may be necessary.¹

Of the total number of regular credentials granted, the number issued on the basis of institutional recommendations has been in recent years the smaller proportion. Since 1947 this proportion has gradually

¹ At its meeting on August 25, 1950, the State Board of Education granted authority to the Commission of Credentials to issue additional types of emergency credentials as required. (See page 362.)

Table 3
NUMBER OF CREDENTIALS
ISSUED ON EMERGENCY BASIS
May 1, 1949, to September 15, 1949 and
May 1, 1950, to September 15, 1950

| Type of Document | Number of Credentials Issued | |
|-----------------------------|------------------------------|--------------|
| | 1949 | 1950 |
| Administration..... | 218 | 148 |
| Adult Education..... | 340 | 41 |
| General Elementary..... | 5,498 | 2,799 |
| General Secondary..... | 877 | 447 |
| Health and Development..... | 304 | 248 |
| Junior High..... | 12 | ----- |
| Kindergarten-Primary..... | 546 | 207 |
| Special Secondary..... | 487 | 253 |
| Supervision..... | 51 | 41 |
| Total..... | 8,333 | 4,184 |
| Percentage of decrease..... | ----- | 50.2 |

been increasing. During the fiscal year 1949-50, a total of 4,942 credentials was issued on institutional recommendation (Table 1). This represents 24 per cent of the total number of regular credentials issued during that period, and a gain of 1,481 (43 per cent) over the number granted on the same basis during the previous year. The largest gain was in the number of special secondary credentials granted (73 per cent increase), followed by general elementary credentials (59 per cent increase), and general secondary credentials (11 per cent increase). Despite the great need for elementary teachers, the number of credentials authorizing secondary school teaching issued through the colleges and universities (including general secondary, special secondary, junior high, and junior college credentials) outnumbers by 667 those issued for elementary school teaching (including kindergarten-primary and general elementary credentials).

As shown in Table 4, the University of Southern California leads in the number of recommendations for issuance of credentials (799), followed by San Francisco State College (481), San Jose State College (406), the University of California, Los Angeles (350), San Diego State College (343), and the University of California, Santa Barbara (335). Each of the other institutions issued less than 300.

The decrease in number of emergency credentials issued and the corresponding increase in number of regular credentials issued are in conformity with predictions based on the estimated increase in the supply of regularly credentialed teachers as reported in the 1950 survey of teacher supply and demand.¹

¹ James C. Stone and Aubrey A. Douglass, "Teacher Supply and Demand in California, 1950," *California Schools*, XXI (May, 1950), 123ff.

Table 4
NUMBER AND KINDS OF CREDENTIALS ISSUED ON
INSTITUTIONAL RECOMMENDATION

July 1, 1949, to June 30, 1950

| Institution | Type of Credential Recommended | | | | | | | Total |
|---|--------------------------------|--------------|--------------|-----------|------------|-------------|--------------|--------------|
| | Adm. | Gen. Elem. | Gen. Sec. | Jr. Col. | Jr. High | Kgtn. Prim. | Spec. Sec. | Supv. |
| University of Southern California..... | 128 | 182 | 226 | 15 | 10 | 63 | 158 | 17 |
| San Francisco State College..... | 31 | 239 | 81 | ----- | 7 | 22 | 99 | 2 |
| San Jose State College..... | 5 | 118 | 20 | ----- | 3 | 21 | 238 | 1 |
| University of California, Los Angeles | 18 | 114 | 65 | 7 | ----- | 26 | 110 | 10 |
| San Diego State College..... | 15 | 159 | 44 | ----- | 25 | 10 | 87 | 3 |
| University of California, Santa Bar- bara..... | 3 | 42 | ----- | ----- | 46 | 18 | 225 | 1 |
| University of California, Berkeley... | 15 | 112 | 146 | 19 | 2 | ----- | ----- | 2 |
| Stanford University..... | 79 | 96 | 100 | 4 | 1 | ----- | ----- | 280 |
| College of the Pacific..... | 31 | 79 | 62 | ----- | 1 | ----- | 46 | 7 |
| Whittier College..... | ----- | 71 | 29 | 1 | ----- | 12 | 65 | ----- |
| Fresno State College..... | 4 | 53 | 26 | ----- | ----- | 6 | 77 | 3 |
| Chico State College..... | 6 | 46 | 22 | ----- | 2 | 4 | 73 | ----- |
| Claremont Graduate School..... | 42 | 26 | 75 | 1 | ----- | ----- | ----- | 1 |
| George Pepperdine College..... | ----- | 65 | ----- | ----- | 1 | ----- | 78 | ----- |
| Occidental College..... | ----- | 81 | 30 | 4 | ----- | ----- | 22 | ----- |
| University of Redlands..... | 12 | 55 | 25 | ----- | ----- | ----- | 24 | 2 |
| Humboldt State College..... | 6 | 20 | 12 | ----- | 5 | 6 | 15 | 7 |
| Immaculate Heart College..... | ----- | 31 | 19 | ----- | ----- | 3 | 7 | ----- |
| California College of Arts and Crafts | ----- | ----- | ----- | ----- | ----- | ----- | 44 | ----- |
| San Francisco College for Women... | ----- | 31 | 6 | ----- | ----- | 3 | ----- | ----- |
| College of the Holy Names..... | ----- | 28 | 7 | ----- | 1 | ----- | 1 | ----- |
| Dominican College..... | ----- | 17 | 2 | ----- | ----- | 12 | ----- | ----- |
| Mills College..... | ----- | 8 | 5 | ----- | ----- | 9 | 5 | ----- |
| California State Polytechnic College | ----- | ----- | 5 | ----- | ----- | ----- | 17 | ----- |
| Mount Saint Mary's College..... | ----- | 12 | 7 | ----- | ----- | ----- | ----- | ----- |
| Chapman College..... | ----- | 5 | ----- | ----- | ----- | ----- | 5 | ----- |
| LaVerne College..... | ----- | 6 | ----- | ----- | 4 | ----- | ----- | ----- |
| University of San Francisco..... | ----- | 1 | 9 | ----- | ----- | ----- | ----- | ----- |
| Loyola University at Los Angeles... | ----- | ----- | ----- | ----- | ----- | ----- | ----- | 0 |
| Total..... | 395 | 1,697 | 1,023 | 51 | 108 | 215 | 1,397 | 56 |
| | | | | | | | | 4,942 |

NUMBER OF TEACHERS CERTIFICATED, 1949

The report on the "Number of Teachers Certificated" shows that from January 1 to December 31, 1949, a total of 35,540 persons received certification documents. While information is not available on how many of these persons actually taught during the year, it is interesting to note that 78,069 teachers were reported by county superintendents of schools to be at work as of October 31, 1949.¹

The 35,540 persons certificated in 1949 received a total of 40,722 documents—an average of 1.2 documents per person.

Table 5 shows the distribution of the 40,722 documents issued during 1949 according to the teaching level of service authorized and the method of issuance. Of the total number issued, 44 per cent were regular credentials (35 per cent issued on direct application through the Credentials Office and 9 per cent on institutional recommendation); 35 per cent

¹ *Ibid.*, 113-18.

were issued as emergency credentials. A large proportion of these emergency credentials—two out of three—were for elementary school teaching service.

Table 5 also shows that of the total documents issued (40,722), the largest number were granted for elementary school teaching (18,910). However, of those issued as regular credentials (17,671), the greatest proportion were granted for secondary school service. This was true for the credentials issued on direct application as well as those granted on institutional recommendation. Again, this indicates that California is training and certificating a larger number of fully qualified teachers for secondary school service than for elementary school service, although the state's need for teachers is in the opposite proportion.

At the time the 35,540 persons received credentials in 1949, they held 11,841 other documents that were valid and in force. Adding these 11,841 documents to the 40,722 documents granted during 1949 shows that these 35,540 teachers actually held 52,563 valid documents, or an average of one and one-half documents per teacher.

Table 5
NUMBER OF CERTIFICATION DOCUMENTS ISSUED DURING 1949,
ACCORDING TO LEVEL OF SERVICE AUTHORIZED
AND TYPE OF DOCUMENT

| Level of Service Authorized | Regular Credentials | | Emergency Credentials | Renewal of Regular Credentials | Life Diplomas | Total |
|--------------------------------|------------------------------|------------------------------|-----------------------|--------------------------------|---------------|--------|
| | Issued on Direct Application | Institutional Recommendation | | | | |
| Elementary Education..... | 4,843 | 1,380 | 9,487 | 2,222 | 978 | 18,910 |
| Secondary Education..... | 5,415 | 1,904 | 2,837 | 3,369 | 986 | 14,511 |
| Adult Education..... | 2,389 | ----- | 1,040 | 514 | 6 | 3,949 |
| Administration and Supervision | 640 | 379 | 388 | 226 | 128 | 1,761 |
| Auxiliary Service..... | 691 | 30 | 662 | 177 | 31 | 1,591 |
| Total..... | 13,978 | 3,693 | 14,414 | 6,508 | 2,129 | 40,722 |
| Per cent of Total..... | 35 | 9 | 35 | 16 | 5 | 100 |

Table 6 shows that the number of documents held per teacher ranged from one to ten. Sixty-three per cent of the 35,540 teachers held only one such document; 37 per cent held two or more documents. Slightly more than one-third of the 52,563 documents held were emergency credentials; one-third were regular credentials issued on direct application; one-tenth were regular credentials issued on the basis of institutional recommendation; and the remainder were renewals of credentials previously issued, or were life diplomas. The type of document most commonly

Table 6

**NUMBER OF TEACHERS RECEIVING CERTIFICATION DOCUMENTS
FOR PUBLIC SCHOOL SERVICE, 1949, ACCORDING TO
NUMBER OF VALID INDIVIDUAL DOCUMENTS
THEN HELD BY EACH TEACHER**

| Number of Documents Held by Individual | Number of Teachers Certificated in 1949 |
|--|--|
| 1..... | 22,529 |
| 2..... | 10,100 |
| 3..... | 2,089 |
| 4..... | 618 |
| 5..... | 150 |
| 6..... | 42 |
| 7..... | 7 |
| 8..... | 2 |
| 9..... | 2 |
| 10..... | 1 |
| Total teachers..... | 35,540 |
| Total valid certification documents held by these teachers..... | 52,563 |

held by fully qualified teachers was the general secondary credential; the next most commonly held document was the general elementary credential issued on the emergency basis.

A random sampling of two thousand applications showed that approximately one-third of the 35,540 teachers were "new" teachers, i.e., teachers certificated in California for the first time during 1949. One-third of the "new" teachers received emergency credentials. Less than three per cent of all those receiving credentials during 1949 were persons returning to the teaching profession after having previously withdrawn.

In the studies of teacher supply and demand made in 1949 and 1950,¹ it was disclosed that approximately one-half of the total of new teachers needed each year in California are required to replace those withdrawing from the profession. The small number of persons who are apparently returning to teaching seems to indicate that most of those who withdraw from public school teaching do not return to it. The problem of teacher turnover, which is particularly acute at the elementary school level, is one that merits serious study by California educators, and represents a challenge to all who are interested in the well-being of public education.

¹ James C. Stone and Aubrey A. Douglass, "Teacher Supply and Demand," *California Schools*, XX (April, 1949), 89-103; and "Teacher Supply and Demand in California, 1950," *California Schools*, XXI (May, 1950), 113-134.

DEPARTMENTAL COMMUNICATIONS

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

APPOINTMENTS TO STAFF

ALICE L. SPILLANE has been appointed to succeed Cecyl N. Havelin as Consultant in Health Education in the Bureau of Health Education, Physical Education and Recreation. Since 1946, Mrs. Spillane has been chief of the division of public health education in the Department of Public Health, San Francisco. During the year 1945-46 she served as administrative assistant to the Public Health Committee of the Honolulu Chamber of Commerce. From 1943 to 1945 Mrs. Spillane was head of the health education section of the Washington State Department of Health. From 1938 to 1943 she was public information editor for the California State Department of Public Health. Earlier she had taught in high schools in Los Angeles, Madera, and Contra Costa counties, and she had also been a reporter on two California newspapers.

Mrs. Spillane is a graduate of the University of California, Berkeley, and holds the degree of Master of Public Health from Yale University. She is a fellow of the American Public Health Association and a member of the National Association of Sanitarians, the American School Health Association, and Theta Sigma Phi, women's national journalistic honor society. Her appointment was effective August 17, 1950.

Mrs. Havelin has been with the department since July 1, 1944, serving first as director of the California Community Health Education Project which was financed by the W. K. Kellogg Foundation, and later as consultant in health education. She retires to private life in Altadena.

RAY H. JOHNSON has been appointed to serve as a field representative in the Field Records Unit of the Division of Public School Administration, with headquarters in Sacramento. Since 1947 Mr. Johnson has been Deputy County Superintendent of Schools of Del Norte County, and in 1947-48 he served also as probation officer for the county. For several years before and after his service in the U. S. Coast Guard, 1942 to 1945, Mr. Johnson served as business manager and accountant in business firms in California and Texas. From 1934 to 1940 he was a teacher and principal in various public schools in Texas. He holds a bachelor of science degree from North Texas State College, Denton, and has done graduate work at the University of Texas, Austin. His appointment was effective June 1, 1950.

DIVISION OF PUBLIC SCHOOL ADMINISTRATION

FRANK M. WRIGHT, *Chief*

APPORTIONMENT OF STATE SCHOOL FUND, 1950-51

The Superintendent of Public Instruction certified the principal apportionment of the State School Fund for the 1950-1951 fiscal year to State Controller Thomas H. Kuchel on September 15, 1950.

The Superintendent reported that the fund for the year will be not less than \$211,905,637.39, and not more than \$215,255,637.39. The final total cannot be determined until disposition is made of \$3,350,000 appropriated by the Legislature for apportionments to districts which experience excessive growth in pupil attendance during the current year. The Legislature made this provision in its First Extraordinary Session of 1950, requiring that apportionments for growth must be completed not later than March 1, 1951.

Computation of the apportionment of the State School Fund is an assignment to the Bureau of School Accounts and Records, of which Ralph R. Boyden is Chief.

The average daily attendance of pupils in the public schools of California during the 1949-1950 school year was 1,718,267. The State Constitution requires that \$120 shall be set aside in the State School Fund for each pupil in average daily attendance. This computation produces an amount of \$206,192,040.00. An additional amount of \$4,450,131.39 is provided in the fund by law, to be apportioned for the excess expense of educating physically handicapped and mentally retarded minor pupils. State aid to districts for the transportation of pupils amounts to \$1,263,466.00. These three amounts, comprising the State School Fund except for such apportionments as may be made for growth in the current year, total \$211,905,637.39.

The principal apportionment to school districts and county school service funds totals \$211,649,772.20. There is an amount of \$255,865.19 remaining in the State School Fund, available for apportionment to school districts for emergencies not later than June 1, 1951, as directed by law.

The principal apportionment of the State School Fund, with comparable amounts apportioned in 1949-1950, is summarized as follows:

| | 1950-1951 | 1949-1950 |
|-------------------------------------|-------------------------|-------------------------|
| To elementary school districts..... | \$144,323,946.22 | \$134,715,179.91 |
| To high school districts..... | 51,129,628.21 | 48,146,506.73 |
| To junior college districts..... | 10,902,196.77 | 9,569,576.88 |
| To county school service funds..... | 5,294,001.00 | 4,989,741.00 |
| Totals | \$211,649,772.20 | \$197,421,004.52 |

DEPARTMENTAL COMMUNICATIONS

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

APPOINTMENTS TO STAFF

ALICE L. SPILLANE has been appointed to succeed Cecyl N. Havelin as Consultant in Health Education in the Bureau of Health Education, Physical Education and Recreation. Since 1946, Mrs. Spillane has been chief of the division of public health education in the Department of Public Health, San Francisco. During the year 1945-46 she served as administrative assistant to the Public Health Committee of the Honolulu Chamber of Commerce. From 1943 to 1945 Mrs. Spillane was head of the health education section of the Washington State Department of Health. From 1938 to 1943 she was public information editor for the California State Department of Public Health. Earlier she had taught in high schools in Los Angeles, Madera, and Contra Costa counties, and she had also been a reporter on two California newspapers.

Mrs. Spillane is a graduate of the University of California, Berkeley, and holds the degree of Master of Public Health from Yale University. She is a fellow of the American Public Health Association and a member of the National Association of Sanitarians, the American School Health Association, and Theta Sigma Phi, women's national journalistic honor society. Her appointment was effective August 17, 1950.

Mrs. Havelin has been with the department since July 1, 1944, serving first as director of the California Community Health Education Project which was financed by the W. K. Kellogg Foundation, and later as consultant in health education. She retires to private life in Altadena.

RAY H. JOHNSON has been appointed to serve as a field representative in the Field Records Unit of the Division of Public School Administration, with headquarters in Sacramento. Since 1947 Mr. Johnson has been Deputy County Superintendent of Schools of Del Norte County, and in 1947-48 he served also as probation officer for the county. For several years before and after his service in the U. S. Coast Guard, 1942 to 1945, Mr. Johnson served as business manager and accountant in business firms in California and Texas. From 1934 to 1940 he was a teacher and principal in various public schools in Texas. He holds a bachelor of science degree from North Texas State College, Denton, and has done graduate work at the University of Texas, Austin. His appointment was effective June 1, 1950.

DIVISION OF PUBLIC SCHOOL ADMINISTRATION

FRANK M. WRIGHT, *Chief*

APPORTIONMENT OF STATE SCHOOL FUND, 1950-51

The Superintendent of Public Instruction certified the principal apportionment of the State School Fund for the 1950-1951 fiscal year to State Controller Thomas H. Kuchel on September 15, 1950.

The Superintendent reported that the fund for the year will be not less than \$211,905,637.39, and not more than \$215,255,637.39. The final total cannot be determined until disposition is made of \$3,350,000 appropriated by the Legislature for apportionments to districts which experience excessive growth in pupil attendance during the current year. The Legislature made this provision in its First Extraordinary Session of 1950, requiring that apportionments for growth must be completed not later than March 1, 1951.

Computation of the apportionment of the State School Fund is an assignment to the Bureau of School Accounts and Records, of which Ralph R. Boyden is Chief.

The average daily attendance of pupils in the public schools of California during the 1949-1950 school year was 1,718,267. The State Constitution requires that \$120 shall be set aside in the State School Fund for each pupil in average daily attendance. This computation produces an amount of \$206,192,040.00. An additional amount of \$4,450,131.39 is provided in the fund by law, to be apportioned for the excess expense of educating physically handicapped and mentally retarded minor pupils. State aid to districts for the transportation of pupils amounts to \$1,263,466.00. These three amounts, comprising the State School Fund except for such apportionments as may be made for growth in the current year, total \$211,905,637.39.

The principal apportionment to school districts and county school service funds totals \$211,649,772.20. There is an amount of \$255,865.19 remaining in the State School Fund, available for apportionment to school districts for emergencies not later than June 1, 1951, as directed by law.

The principal apportionment of the State School Fund, with comparable amounts apportioned in 1949-1950, is summarized as follows:

| | 1950-1951 | 1949-1950 |
|-------------------------------------|-------------------------|-------------------------|
| To elementary school districts..... | \$144,323,946.22 | \$134,715,179.91 |
| To high school districts..... | 51,129,628.21 | 48,146,506.73 |
| To junior college districts..... | 10,902,196.77 | 9,569,576.88 |
| To county school service funds..... | 5,294,001.00 | 4,989,741.00 |
| Totals | \$211,649,772.20 | \$197,421,004.52 |

Average daily attendance figures for the various levels of the public school system for the years 1949-1950 and 1948-1949 were as follows:

| | 1949-1950 (Basis of apportionment for current school year) | 1948-1949 (Basis of apportionment for last school year) |
|-------------------------|--|---|
| Elementary School | 1,203,342 | 1,134,300 |
| High School | 420,548 | 400,833 |
| Junior College | 94,377 | 81,714 |
| | <hr/> 1,718,267 | <hr/> 1,616,847 |

The increase in the state total of average daily attendance is 101,420, or 6.27 per cent.

Superintendent Simpson made the following statement in connection with his announcement of the apportionment: "The Los Angeles City Elementary School District and the Los Angeles City High School District have filed a petition with the Superior Court of the State of California in Los Angeles County, and a writ of mandate has been served on the Superintendent of Public Instruction and the State Controller requiring them to apportion to the petitioning districts a sum of approximately \$211,000 as an additional allowance for the cost of pupil transportation for the school year 1950-51; or to appear in court on October 4, 1950, to show cause why such additional apportionment should not be made. The writ has been referred to the Attorney General. The effect it may have on the apportionment of the State School Fund is not yet clear. I have nevertheless proceeded to certify the principal apportionment to the State Controller in accordance with state law."

BUREAU OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, *Chief*

NEW PUBLICATIONS

E. R. DEERING. *Handbook on Attendance Accounting in California Public Schools*. Bulletin of the California State Department of Education, Vol. XIX, No. 3, August, 1950. Sacramento 14: California State Department of Education, 1950. Pp. viii + 96.

This handbook deals with attendance accounting at different school levels and for different types of schools and classes. Early chapters discuss admission, attendance forms, types of attendance, and procedures for recording and reporting attendance in kindergarten and grades through junior college. Later chapters deal with emergency schools, compulsory education and continuation education, physically handicapped and mentally retarded pupils, and miscellaneous provisions relating to attendance.

The appendix contains a chart listing the attendance forms required by the State Department of Education and code sections that apply to public school attendance. Also in the appendix are tables for determination of the percentage of absence chargeable to any pupil based on the number of minutes he is actually absent on any given day and a table for determining the exact chronological age of any pupil as of September 1, 1950, when his birth date is known.

Copies of the bulletin are being sent to county, city, and district superintendents of schools, to secondary school principals, and to attendance supervisors. On request, the Bureau of Textbooks and Publications will furnish additional copies to county superintendents of schools for use by their administrative staffs and for redistribution to elementary school principals of schools with six or more teachers, not in systems employing local superintendents of schools; additional copies will also be furnished to city and district superintendents of schools for use by school principals and central administrative staff members, and to high school principals in districts not employing superintendents for members of their staffs who need the bulletin in their work.

Annotated Bibliography for Homemaking Education. Compiled by Staff of Bureau of Homemaking Education. Sacramento 14: California State Department of Education, 1950. Pp. viii + 40 (Photo offset from type-written copy).

This bulletin presents an annotated list of recent textbooks and reference books in the field of homemaking, classified under headings that indicate the areas of subject matter in the field of homemaking to which they relate. The publication is a revision of the mimeographed list issued by the Bureau of Homemaking Education in 1945. Retail prices of the listed publications are given to assist school authorities in estimating the cost of books to be purchased within a given budget.

Copies of the bulletin are being distributed to teachers of homemaking in secondary schools.

INTERPRETATIONS OF SCHOOL LAW

ALFRED E. LENTZ, *Administrative Adviser*

[The following items are merely digests, and although care is taken to state accurately the purport of the decisions and opinions reported, the items have the limitations inherent in all digests. The reader is therefore urged to examine the complete text of a decision or opinion and, when necessary, secure competent legal advice before taking any action based thereon.]

APPELLATE COURT DECISIONS

**A Meeting of the Governing Board of a School District
as One "Open to the Public"**

A special meeting of the governing board of a union high school district at which the board acted with respect to the dismissal of certain probationary teachers of the district was a "meeting open to the public" within the meaning of Education Code Section 2204.2 (providing that no valid action may be taken by the governing board of a school district except at a meeting open to the public). The evidence showed that at a regular meeting of the board (admittedly a public meeting) the date of the special meeting was fixed; that the special meeting was held in the office of the district superintendent of schools; that the doors of the office were closed but not locked; that an executive meeting of the board (admittedly closed to the public) was held immediately preceding the special meeting; that without any formal break in the proceedings the board adopted a motion to the effect that the probationary teachers be given notices of dismissal (Education Code Section 13582); that no member of the general public was present; that no member of the general public was denied admission to the meeting during the time the board was acting; that no member of the general public requested admission during such time; and that one of the probationary teachers affected was denied admission to the meeting.

While the evidence would support a finding that the meeting was private, the evidence does not compel that conclusion. (*Alva et al. v. Sequoia Union High School District et al.*; 98 A. C. A. 868.)

**Tenure of Person Employed by School District Both as Business Manager
and as Principal of Evening High School or Director of Adult Education**

Where an employee of a school district (which had an average daily attendance of 850 or more) was employed both as business manager of the district and as principal of the evening high school (1940-1941, 1941-1942) and as business manager of the district and director of adult education of the district (1942-1943 to 1946-1947), he did not occupy one position. His duties as business manager required no certification qualifi-

cations and under Education Code Section 13081 (formerly School Code Section 5.500) he could not acquire any tenure in respect to those duties. His duties as principal of the evening high school and as director of adult education required him to possess certain certification qualifications (which he, in fact, possessed) and since the evidence is that the services for which certification qualifications were required amounted to one-fourth time, he acquired tenure in the district for one-fourth time.

Having acquired no tenure as business manager of the district, he was employed in that position, under Education Code Sections 14001 et seq., only on a yearly contract basis. His dismissal from his position as business manager having been made at the expiration of a yearly contract, was valid. The evidence shows that ample notice of his dismissal was given.

(The court noted that there is no provision of law requiring a director of adult education to possess certification qualifications but said "since no point is made of this we do not inquire into it.") (*Holbrook v. Board of Education of the Palo Alto Unified School District et al.*, 99 A. C. A. 106.)

Notice of Meetings of Governing Boards of Union High School Districts

Education Code Section 3193 relating to special meetings of the governing board of a union high school district requires that notice of such meetings be given only to the members of the board. There is no statutory requirement that the public be notified of any meeting of the board. The fixing at a regular public meeting of the board of the date of the special meeting is sufficient notice to the public. (*Alva et al. v. Sequoia Union High School District et al.*; 98 A. C. A. 868.)

ATTORNEY GENERAL'S OPINIONS

Subjection of School Buildings to City Ordinances

The plans and specifications for a new school building to be erected by a school district and the inspection of the building during construction and until completion are a state matter under Education Code Sections 18102 et seq. and 18191 et seq. and in the case of such buildings erected in a city the school district is not required to secure a city building permit for the building or submit the building to inspection by the city building inspector for his approval or disapproval. The school district must, however, comply with the setback ordinance of the city. (Letter of Attorney General to District Attorney of Ventura County, January 11, 1950.)

Maintenance by School Districts of Classes for Inmates of County Juvenile Camps

For the purposes of Education Code Section 8006.1 (authorizing any school district to maintain classes for inmates of a state institution

on request of the administrative head of the institution) a juvenile camp maintained by a county under Welfare and Institutions Code Sections 950 et seq. may be considered a state institution and a school district may maintain classes for the inmates thereof on request of the Director of the California Youth Authority and the administrative head of the camp. (Letter of Attorney General to Director of California Youth Authority, August 31, 1950.)

**Maintenance of Special Day and Evening
Classes by Elementary School Districts**

The provisions of Education Code Sections 10301-10304, relating to courses of study in the elementary schools, are not applicable to special day and evening classes maintained by an elementary school district under Education Code Section 8951, except insofar as Section 10302 limits the subjects which may be taught in such classes.

Whether swimming classes, folk dancing classes, and industrial art classes should be established as special day and evening classes of an elementary school district under Section 8951, for which state apportionments on account of average daily attendance in such classes may be received, or as part of a recreational program, is a matter which is left to the discretion of the governing board of the district. (Letter of Attorney General to Assemblyman, 13th District, September 11, 1950.)

NOTES ON DEPARTMENT ACTIVITIES

Compiled by NICHOLAS E. WYCKOFF, *Public Information Officer*

DEDICATION OF HELEN KELLER BUILDING

Helen Keller has accepted an invitation to visit California in October to be present at the dedication of the new building for deaf blind pupils on the campus of the California School for the Blind, Berkeley. The ceremonies will be held on Saturday afternoon, October 14. The structure will be named the Helen Keller Building in honor of Miss Keller's great humanitarian achievements. The American Foundation for the Blind will sponsor her visit.

The new quarters for the deaf blind pupils will house a program that is already distinguished as one of the foremost of its kind in the United States. The number of pupils enrolled is twelve. Their age range is from early childhood to the higher grades. Special construction and equipment have been provided for this program of special education.

Arrangements for the ceremony are being completed by Herbert R. Stolz, Chief of the Division of Special Schools and Services, and Berthold Lowenfeld, Superintendent of the School. Governor Warren has been invited to dedicate the building in honor of Miss Keller. Others expected to participate include the Superintendent of Public Instruction, Richard S. French, former Superintendent of the School for the Blind, members of the State Board of Education, and representatives of the special education associations of the state. The ceremonies will be open to the public.

UNITED NATIONS DAY PROGRAM

Fred W. Smith, of Ventura, former president of the State Board of Education, and a former president of Lions International, will deliver the principal address in a special United Nations Day program in Veterans Auditorium, Civic Center, San Francisco, October 24, 1950, 8:00 PM. Mr. Smith has been present at many of the important conferences of the United Nations as an observer. Tickets for the event, priced at \$1.50 each, may be secured from William R. Talley, Suite 611-613 Shreve Building, 210 Post Street, San Francisco 8, California. Plans are being made to broadcast the meeting on a nation-wide network. Hours of broadcast or rebroadcast by local stations will be announced closer to the date.

FOR YOUR INFORMATION

STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at a special meeting held at Sacramento, August 25, 1950.

Change in Rules and Regulations

Emergency Credentials. The Board added Section 630.1 to Title 5 of the California Administrative Code, relating to emergency credentials, and adopted this regulation as an emergency regulation, to read as follows:

630.1. Additional Credentials. In addition to the credentials specified in Section 630, any of the following credentials may be issued as emergency credentials, except when in the judgment of the Commission of Credentials regularly qualified applicants are available in the subject and/or grade level covered by the credential:

(a) Special secondary credential in art.
(b) Special secondary limited credential in vocational business education. Each applicant for this credential must also secure the recommendation of the Chief of the Bureau of Business Education.

(c) Special secondary credential in vocational agriculture. Each applicant for this credential must also secure the recommendation of the Chief of the Bureau of Agriculture Education.

(d) Special secondary credential in music.

(e) Special secondary credential in physical education.

(f) Special secondary credential in nursing education. Each applicant for this credential must also verify current nursing registration in California.

(g) Special secondary credential in aviation. Each applicant for this credential must also possess a valid Civil Aeronautics Administration rating certificate in each phase of the work authorized by the credential.

Resolution on State College Building Program

The Board passed the following resolution regarding the section on state colleges in the "Report on the Postwar Building Program as Affected by the Budget Act of 1950," submitted to the Joint Legislative Budget Committee by the Legislative Auditor on July 14, 1950.

WHEREAS, the Legislative Auditor has submitted a report to the Joint Legislative Budget Committee on July 14, 1950, which criticizes the developing of an educational policy and program for the state colleges which depends upon instruction in laboratories and special service rooms to a considerable degree, and

WHEREAS, this criticism has apparently been made upon the supposition that said educational policy and program has been developed without the approval of the State Board of Education; now, therefore, be it

RESOLVED, that the action taken by the State Board of Education on March 18, 1948, which approved and endorsed "A Report of a Survey of the Needs of California in Higher Education" be, and the same is hereby reaffirmed, and be it further

RESOLVED, that, pursuant to the authority vested in the State Board of Education by Section 172 of the Education Code, the State Department of Education be, and the same is hereby, authorized and directed to continue the development in the

state colleges of curricula in the areas of teacher education, in the liberal arts, and in vocational training in such fields as business, industry, public services, home-making, and social services, and be it further

RESOLVED, that the State Department of Education be, and the same is hereby, authorized and instructed to continue the development of plans for the physical plants of the state colleges which will adequately house such an educational program, and

WHEREAS, the physical plant of an educational institution should provide adequate accommodations for the educational program, and

WHEREAS, the State Department of Education has pursued this principle in formulating plans for the capital outlay program for the state colleges, and

WHEREAS, the capital outlay program for the state colleges is based upon a formula which takes into account the following factors: (1) Time spent in a building to earn a unit of credit; (2) kind of student station appropriate to the subject matter taught; (3) the average class size expected either because of college size or good teaching practice; and (4) the number of hours per college week each type of instructional space can be used without penalizing unduly student or faculty schedules, and

WHEREAS, by the application of said formula, the number and type of instructional units required for the several state colleges has been determined, based upon a maximum enrollment for each state college, as shown in the following table:

INSTRUCTIONAL UNITS FOR ALL STATE COLLEGES

| College | Full Time Student Equivalent | Laboratory and Special Purpose Rooms | Classrooms (General Purpose Rooms) | Total Rooms |
|------------------------------|------------------------------|--------------------------------------|------------------------------------|-------------|
| Chico State | 2000 | 55 | 29 | 84 |
| Fresno State | 5000 | 124 | 65 | 189 |
| Humboldt State | 1666 | 45 | 22 | 67 |
| Long Beach State | 5000 | 125 | 64 | 189 |
| Sacramento State | 2500 | 58 | 37 | 95 |
| San Diego State | 5000 | 104 | 76 | 180 |
| San Francisco State | 5000 | 109 | 72 | 181 |
| San Jose State | 6000 | 140 | 88 | 228 |
| California State Polytechnic | 4080 | 110 | 56 | 166 |

and

WHEREAS, the capital outlay program for the several state colleges has been fully presented to the State Board of Education by the State Department of Education, and

WHEREAS, the Legislative Auditor has submitted a report to the Joint Legislative Budget Committee on July 14, 1950, which report is entitled a "Report on the Postwar Building Program as Affected by the Budget Act of 1950" which report criticizes the building program of the state colleges and if given effect might result in the suspension of further progress in that program; now, therefore, be it

RESOLVED, that, pursuant to the authority vested in the State Board of Education by Section 172 of the Education Code, the capital outlay program for the state colleges as formulated by the State Department of Education be and the same is hereby ratified, approved and confirmed; and be it further

RESOLVED, that the Executive Officer of the State Board of Education transmit copies of this resolution to the Legislative Auditor and the Chairman and members of the Joint Legislative Budget Committee.

NOTE: On September 1, 1950, on recommendation of the Legislative Auditor, the Joint Legislative Budget Committee took action which permitted the building program of the state colleges to proceed.

AMERICAN EDUCATION WEEK, NOVEMBER 5-11, 1950

The thirtieth observance of American Education Week will be held from November 5 to 11, 1950, beginning on Sunday of the week which includes Armistice Day. The general theme of the observance this year will be "Government Of, By, and For the People." Daily topics have been announced as follows:

| | | |
|------------|----------|-----------------------------------|
| Sunday, | November | 5—Moral and Spiritual Values |
| Monday, | November | 6—Responsibilities of the Citizen |
| Tuesday, | November | 7—Meaning of the Ballot |
| Wednesday, | November | 8—Urgent School Needs |
| Thursday, | November | 9—Opportunity for All |
| Friday, | November | 10—Home-School-Community Teamwork |
| Saturday, | November | 11—Freedom's Heritage |

The sponsors of American Education Week are the National Education Association, the American Legion, the United States Office of Education, and the National Congress of Parents and Teachers. The American College Public Relations Association is urging active co-operation by the institutions of higher learning.

Materials designed to aid schools in developing programs for community observance of American Education Week are available at nominal cost from the National Education Association, 1201 Sixteenth St., N. W., Washington 6, D. C. These include a manual, a poster in four colors, stickers of stamp size, six leaflets, five plays, two radio recordings, nine radio scripts, a movie trailer, drawings stenciled for mimeographing, mats for newspaper display, and invitations ready for mailing. Orders for materials should be placed as early as possible to insure delivery in time for effective use.

SCHOOL SAVINGS JOURNAL, FALL 1950

The fall issue of the *School Savings Journal for Classroom Teachers* contains a new feature—an honor roll of schools having outstanding savings programs. Schools in ten California cities are among those listed. The issue also includes a story of savings by students and teachers in a large school system; an article on parent-teacher co-operation in the School Savings program; and a fifth-grade arithmetic unit. The lift-out poster for classroom use is entitled "Then I'll Have a Bond." It tells students that they may purchase bonds with savings stamps, school savings on deposit with banks, or with cash from allowances and earnings. It is therefore appropriate for display in any school.

School administrators who distribute copies of the *School Savings Journal* to their teachers will receive enough to provide one for each teacher. At least a dozen other free teaching aids are available to teachers from their local state savings bonds offices. California offices are located at 821 Market Street, San Francisco 3, and 117 West Ninth Street, Los Angeles 15.

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS

A calendar of educational meetings and events for the school year 1950-51 was published in the September, 1950, issue of *California Schools*, and additional events will be listed from time to time. Information received too late for printing last month is shown below.

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS

| <i>Date</i> | <i>Organization</i> | <i>Place</i> |
|------------------------------|--|---------------------------------------|
| October 27 | California Association of Secondary School Administrators Conference Committees: Committee on Co-ordination with State Colleges (State College-University); Junior College Conference Committee; High School and State College Affiliation Committee | Berkeley |
| October 28 | C.E.S.S.A. Conference Committees, continued: Committee on Affiliation with Secondary Schools (High School-University); State College and Junior College Affiliation Committee | Berkeley |
| November 4-5 | California Elementary School Administrators Association, Southern Section | Camp Seeley, San Bernardino Co. |
| November 18, 1950 | California Educational Research and Guidance Association, Southern Section | 451 S. Hill St., Los Angeles |
| December 2 | California Music Educators Association, Southern Section, Winter Conference | University of California, Los Angeles |
| December 9 | Administrators of Continuation Education, Northern California | San Francisco |
| January 25-27, 1951 | Second Regional Conference on Conservation Education | Berkeley |
| February 1-3 (correction) | California Young Farmers Association, Annual Convention | Redding |
| February 17 | California Elementary School Administrators Association, Southern Section | Anaheim |
| May 5 or 19 | California Elementary School Administrators Association, Southern Section | Montebello |

WATER MAP OF CALIFORNIA

The Water Economics Committee of the Irrigation Districts Association of California has made available for distribution to secondary schools a limited supply of its recently published water map of California.

This colored map is 38 by 27 inches and diagrammatic in type. It presents the features of the State Water Plan, including the presently authorized features of the Central Valley Project, other present and proposed projects of the U. S. Bureau of Reclamation in California, and the principal

features of the flood control program prepared by the Department of the Army, Corps of Engineers. In short, every existing or proposed California water development project from the Oregon line to the Mexican border is clearly and meaningfully portrayed.

It is expected that this map will prove to be a valuable instructional tool for those teachers now engaged in conservation education in the secondary schools of California.

The maps are regularly priced at two dollars each, but the Irrigation Districts Association, because of its interest in the program of conservation education in California schools, has made available 400 copies for free distribution to four-year, senior, and junior-senior high schools upon request. Because of the limited number available, they will be distributed on the basis of *one map* per school. Requests for the map may be addressed to Bert L. Smith, Secretary, Water Economics Committee, Irrigation Districts Association, 932 Pacific Building, San Francisco, California.

PROFESSIONAL LITERATURE

PUBLICATIONS RECEIVED

- The Administration of Higher Institutions under Changing Conditions.* Proceedings of the Institute for Administrative Officers of Higher Institutions, 1947, Vol. XIX. Compiled and edited by Norman Burns. Chicago: University of Chicago Press, [1947]. Pp. vi + 92. \$2.
- ALLEN, HOLLIS P. *The Federal Government and Education: The Original and Complete Study of Education for the Hoover Commission Task Force on Public Welfare.* New York 18: McGraw-Hill Book Company, Inc. (330 W. 42d St.), 1950. Pp. xviii + 334. \$4.
- APPLEGATE, MELBOURNE S. *Helping Boys in Trouble: The Layman in Boy Guidance.* Foreword by Joseph H. McCoy. New York 7: Association Press (291 Broadway), 1950. Pp. 124. \$1.75.
- BRAINARD, ALANSON D. *Handbook for School Custodians.* Lincoln, Nebraska: University of Nebraska Press, [1948] (third edition completely revised and enlarged). Pp. viii + 262. \$1.75.
- CASEY, SALLY L. *Ways You Can Help Your Child with Reading.* Evanston, Ill.: Row, Peterson and Co., 1950. Pp. 28.
- DASMANN, WILLIAM P. *Basic Deer Management (A Story with Pictures).* Reprinted from *California Fish and Game*, XXXVI (July, 1950), 251-85. Sacramento 14: Conservation Education Section, Division of Fish and Game, State Department of Natural Resources, 1950.
- Digest of Annual Reports of State Boards for Vocational Education to the Office of Education, Division of Vocational Education, Fiscal Year Ended June 30, 1949.* Washington 25: Division of Vocational Education, Office of Education, Federal Security Agency, 1950. Pp. vi + 74 (reproduced from typewritten copy).
- FOREST, ILSE. *Early Years at School: A Textbook for Students of Early Childhood Education.* Foreword by William Heard Kilpatrick. New York 18: McGraw-Hill Book Co., Inc. (330 W. 42d St.), 1949. Pp. xiv + 382. \$3.75.
- FROELICH, CLIFFORD PAYO. *Guidance Services in Smaller Schools.* New York 18: McGraw-Hill Book Co., Inc. (330 W. 42d St.), 1950. Pp. xiv + 352. \$3.75.
- FULLER, KENNETH GARY. *An Experimental Study of Two Methods of Long Division.* Contributions to Education, No. 951. New York 27: Bureau of Publications, Teachers College, Columbia University, 1949. Pp. 76. \$2.10.
- GOODENOUGH, FLORENCE L. *Mental Testing: Its History, Principles, and Applications.* New York 16: Rinehart & Co., Inc. (232 Madison Ave.), 1949. Pp. xx + 610. \$5.
- HAYCOCK, GEORGE SIBLEY. *The Teaching of Speech.* Foreword by A. J. Story. Washington 7: The Volta Bureau (1537 35th St., N.W.), 1949. Pp. 302. \$3.
- HURLOCK, ELIZABETH B. *Child Development.* New York 18: McGraw-Hill Book Co., Inc. (330 W. 42d St.), 1950. Pp. xvi + 670. \$4.50.
- An Inquiry into the Organization and Administration of the State Education Agency of Utah.* Washington 6: National Commission for the Defense of Democracy Through Education, National Education Association of the United States (1201 Sixteenth St., N. W.), August, 1950. Pp. 36.

- KEMPFFER, HOMER. *Education for a Long and Useful Life*. Bulletin 1950, No. 6. Washington 25: Office of Education, Federal Security Agency, 1950. Pp. vi + 32. For sale by the Superintendent of Documents, U. S. Government Printing Office. \$0.20.
- LEE, IRVING J. *How Do You Talk about People?* A Freedom Pamphlet. New York 10: Anti-Defamation League of B'nai B'rith (212 Fifth Ave.), 1950. Pp. 38. \$0.25.* Available from California offices: 110 Sutter St., San Francisco 4, and 2511 Wilshire Blvd., Los Angeles 5.
- LOTZ, PHILIP HENRY (editor). *Orientation in Religious Education*. New York 11: Abingdon-Cokesbury Press (150 Fifth Ave.), 1950. Pp. 618. \$6.50.
- LUND, S. E. TORSTEN. *The School-Centered Community: A Practical School for Citizens of Today and Tomorrow*. A Freedom Pamphlet. New York 10: Anti-Defamation League of B'nai B'rith (212 Fifth Ave.), 1950. Pp. 42. \$0.25.* Available from California offices: 110 Sutter St., San Francisco 4, and 2511 Wilshire Blvd., Los Angeles 5.
- Motion Pictures on the Other American Republics*. Prepared by Seerley Reid, U. S. Office of Education, with the assistance of other U. S. Government agencies and the Pan American Union. Circular No. 275. Washington 25: Office of Education, Federal Security Agency, 1950 (revised). Pp. iv + 16 (reproduced from type-written copy). For sale by Superintendent of Documents, U. S. Government Printing Office, \$0.15.
- Parents Responsibility in Character Development*. Published in co-operation with the Palmer Foundation, P. O. Box 621, Texarkana, Texas-Arkansas. Washington 6: General Federation of Women's Clubs (1734 N St., N. W.), n.d. Pp. xii + 110. Paper, \$0.50; cloth, \$1.10.
- RASMUSSEN, CARRIE. *Speech Methods in the Elementary School*. New York 10: The Ronald Press Co. (15 E. 26th St.), 1949. Pp. x + 340. \$3.50.
- WITTY, PAUL A. *Reading in Modern Education*. Boston 16: D. C. Heath & Co. (285 Columbus Ave.), 1949. Pp. xvi + 320. \$3.50.
- WOLLNER, MARY HAYDEN BOWEN. *Children's Voluntary Reading as an Expression of Individuality*. Contributions to Education, No. 944. New York 27: Bureau of Publications, Teachers College, Columbia University, 1949. Pp. viii + 118. \$2.35.

* Discounts on orders in quantity.

DIRECTORY OF CALIFORNIA STATE DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

*Term Expires
January 15*

| | |
|--|------|
| WILLIAM L. BLAIR, President, Star-News Building, 525 E. Colorado St., Pasadena 1 | 1952 |
| BYRON H. ATKINSON, 1610 Idlewood Rd., Glendale 2 | 1953 |
| RAYMOND J. ARATA, Hibernia Bank Building, San Francisco 2 | 1954 |
| MRS. E. T. HALE, 4075 Alameda Drive, San Diego 3 | 1954 |
| GILBERT H. JERTBERG, 605 Pacific Southwest Building, Fresno 1 | 1951 |
| JOSEPH P. LOEB, 523 W. Sixth St., Los Angeles 14 | 1951 |
| MRS. W. J. PARKS, 5838 Huntington Ave., Richmond | 1954 |
| MRS. MARGARET H. STRONG, 672 Mirada Ave., Stanford University | 1952 |
| ROY E. SIMPSON, Secretary and Executive Officer | |

STAFF (Unless otherwise indicated, the offices of divisions, bureaus and staff members listed here are located in the Library and Courts Building, Sacramento 14)

ROY E. SIMPSON, Superintendent of Public Instruction and Director of Education
MARGARET RAUCH, Administrative Assistant

DIVISION OF DEPARTMENTAL ADMINISTRATION

GEORGE E. HOGAN, Deputy Superintendent of Public Instruction; and Chief, Division of Departmental Administration

ALFRED E. LENTZ, Administrative Adviser
ROBLEY E. GEORGE, Assistant Administrative Adviser
PAUL B. KNEUSE, Assistant Administrative Adviser *
NICHOLAS E. WYCKOFF, Public Information Officer
ALWIN J. SCHMIDT, Accounting Officer
DONALD W. PARKS, Field Representative
MRS. HELEN COWAN WOOD, Assistant to the Superintendent, 307 State Bldg., Los Angeles 12

EDUCATION RESEARCH, Bureau of

HENRY W. MAGNUSON, Chief, Bureau of Education Research
CARL A. LARSON, Consultant in Education Research
WARREN H. NATWICK, Consultant in Education Research
THOMAS A. SHELLHAMMER, Consultant in Education Research
PETER J. TASHNOVIAN, Education Research Technician

DIVISION OF INSTRUCTION

JAY DAVIS CONNER, Associate Superintendent of Public Instruction; and Chief, Division of Instruction

ADULT EDUCATION, Bureau of, 809-D State Bldg., Los Angeles 12

GEORGE C. MANN, Chief, 809-D State Bldg., Los Angeles 12
LEO JONES, Consultant in Continuation Education, 809-D State Bldg., Los Angeles 12
RALPH G. ECKERT, Consultant in Parent Education, 809-D State Bldg., Los Angeles 12
STANLEY E. SWORDER, Consultant in Adult Education, 1002 J St., Sacramento 14

* Absent on leave.

(Unless otherwise indicated, the offices of divisions, bureaus and staff members listed here are located in the Library and Courts Building, Sacramento 14)

AUDIO-VISUAL EDUCATION, Bureau of, 1320 K St., Sacramento 14

FRANCIS W. NOEL, Chief, Bureau of Audio-Visual Education, 1320 K St., Sacramento 14

GEORGE W. ORMSBY, Consultant in Audio-Visual Education, 1320 K St., Sacramento 14

HARRY J. SKELLY, Consultant in Audio-Visual Education, 1320 K St., Sacramento 14

WILLIAM T. STABLER, Photographer, 1320 K St., Sacramento 14

ELEMENTARY EDUCATION

HELEN HEFFERNAN, Assistant Division Chief, Elementary Education

LLOYD BEVANS, Consultant in Elementary Education

MRS. RUTH EDMANDS, Consultant in Elementary Education

BERNARD J. LONSDALE, Consultant in Elementary Education

MRS. AFTON DILL NANCE, Consultant in Elementary Education

MRS. FAITH SMITTER, Consultant in Rural Community Education

HEALTH EDUCATION, PHYSICAL EDUCATION, AND RECREATION, Bureau of 918½ J St., Sacramento 14

VERNE S. LANDRETH, Chief of Bureau, 918½ J St., Sacramento 14

CARSON CONRAD, Consultant in Community Recreation, 918½ J St., Sacramento 14

GENEVIE DEXTER, Consultant in Physical Education, 918½ J St., Sacramento 14

MRS. ALICE SPILLANE, Consultant in Health Education, 918½ J St., Sacramento 14

SECONDARY EDUCATION

FRANK B. LINDSAY, Assistant Division Chief, Secondary Education

JOHN B. BRINEGAR, Consultant in Secondary Education

HERBERT D. GWINN, Consultant in Secondary Education

M. EUGENE MUSHLITZ, Consultant in Secondary Education

W. EARL SAMS, Consultant in Secondary Education

SPECIAL EDUCATION, Bureau of

FRANCIS W. DOYLE, Chief, Bureau of Special Education

ELI M. BOWER, Consultant in Mental Hygiene and Education of the Mentally Retarded

MRS. AGNES M. FRYE, Field Representative in Speech Correction

MRS. MABEL F. GIFFORD, Consultant in Speech Correction, 502 California Bldg., 515 Van Ness Ave., San Francisco 2

MRS. BEATRICE GORE, Consultant in Education of Physically Handicapped Children, 1003 Black Bldg., 357 S. Hill St., Los Angeles 13

MRS. LILLIAN B. HILL, Consultant in Mental Hygiene and Education of the Mentally Retarded

MRS. VIVIAN S. LYNNDELLE, Consultant in Education of the Hard of Hearing

JANE STODDARD, Consultant in Education of Physically Handicapped Children

CHARLES W. WATSON, Consultant in Education of the Deaf and the Visually Handicapped

CONRAD F. WEDBERG, Field Representative in Speech Correction, 311 State Bldg., Los Angeles 12

VOCATIONAL EDUCATION

WESLEY P. SMITH, State Director of Vocational Education
EDGAR B. WICKLANDER, Special Supervisor of Vocational Education

AGRICULTURAL EDUCATION, Bureau of

BYRON J. McMAHON, Chief of Bureau, California State Polytechnic College, San Luis Obispo
H. H. BURLINGHAM, Teacher Trainer, California State Polytechnic College, San Luis Obispo
HOWARD P. CHAPPELL, Regional Supervisor
GEORGE P. COUPER, Special Supervisor, California State Polytechnic College, San Luis Obispo
KENNETH B. CUTLER, Regional Supervisor, 809-C State Bldg., Los Angeles 12
B. R. DENBIGH, Regional Supervisor, 809-C State Bldg., Los Angeles 12
E. W. EVERETT, Assistant State Supervisor of Veteran Training, 275 N. First St., San Jose
G. A. HUTCHINGS, Regional Supervisor, California State Polytechnic College, San Luis Obispo
MAX A. KIFF, Special Supervisor, 809-C State Bldg., Los Angeles 12
J. DANIEL LAWSON, Special Supervisor, California State Polytechnic College, San Luis Obispo
M. K. LUTHER, Regional Supervisor, 275 N. First St., San Jose
W. J. MAYNARD, Special Supervisor, 275 N. First St., San Jose
R. H. PEDERSEN, Regional Supervisor, 2038 College Ave., Fresno
A. G. RINN, Regional Supervisor, 2038 College Ave., Fresno
S. S. SUTHERLAND, Teacher Trainer, College of Agriculture, University of California, Davis
J. I. THOMPSON, Livestock Specialist, California State Polytechnic College, San Luis Obispo
HARMON B. TOONE, Regional Supervisor
J. EVERETT WALKER, Regional Supervisor, 208 W. Sowilleno Ave., Chico

BUSINESS EDUCATION, Bureau of

WM. R. BLACKLER, Chief, Bureau of Business Education
R. C. VAN WAGENEN, Regional Supervisor of Distributive Education
ERNEST D. BASSETT, Special Supervisor of Veteran Training, 2129 Grove St., Oakland 12
M. BERNADINE BELL, Consultant in Business Education, 1002 J St., Sacramento 14
HUGHES M. BLOWERS, Regional Supervisor of Distributive Education, 535 Farm Credit Bldg., Berkeley 1
WILLIS M. KENEALY, Regional Supervisor of Distributive Education, 806 State Bldg., Los Angeles 12
EARL H. KIESELHORST, Special Supervisor of Distributive Education, 509 Farm Credit Bldg., Berkeley 1
VERNON B. SHEBLAK, Special Supervisor of Distributive Education, 806 State Bldg., Los Angeles 12
JEAN P. PEUTET, Field Co-ordinator of Distributive Education, 806 State Bldg., Los Angeles 12
LAWSON V. POSS, Field Co-ordinator of Distributive Education, 509 Farm Credit Bldg., Berkeley 1
MRS. VIOLA L. THOMAS, Research and Publications Assistant, 122 Haviland Hall, University of California, Berkeley 4

(Unless otherwise indicated, the offices of divisions, bureaus and staff members listed here are located in the Library and Courts Building, Sacramento 14)

HOMEMAKING EDUCATION, Bureau of

———, Chief, Bureau of Homemaking Education

MARY FRANCES INMAN, Regional Supervisor of Homemaking Education, 208 W. Sowilino Ave., Chico

KATHLEEN MCGILLICUDDY, Regional Supervisor of Homemaking Education, 513 Farm Credit Bldg., Berkeley 1

CORA N. PRICE, Regional Supervisor of Homemaking Education, 1002 J St., Sacramento 14

GEORGIA RUFFCORN, Regional Supervisor of Homemaking Education, 809-B State Bldg., Los Angeles 12

ESTHER SCOFIELD, Regional Supervisor of Homemaking Education, San Bernardino Valley Junior College, San Bernardino

MRS. DOROTHY W. STONE, Regional Supervisor of Homemaking Education, 809-B State Bldg., Los Angeles 12

ELLEN TERRY, Regional Supervisor of Homemaking Education, California State Polytechnic College, San Luis Obispo

OCCUPATIONAL INFORMATION AND GUIDANCE, Bureau of

DONALD E. KITCH, Chief, Bureau of Occupational Information and Guidance

WILLIAM H. MCCREARY, Assistant State Supervisor of Occupational Information and Guidance

TRADE AND INDUSTRIAL EDUCATION, Bureau of

SAMUEL L. FICK, Chief of Bureau

MILES ANDERSON, Assistant State Supervisor in Charge of Instructional Materials for Apprenticeship Training, 2129 Grove St., Oakland 12

MELVIN L. BARLOW, Supervisor, Trade and Industrial Teacher Training, 405 Hilgard Avenue, University of California, Los Angeles 24

HORACE W. BATES, Special Supervisor, Room 809-J, State Bldg., Los Angeles 12

JOSEPH C. BELLENGER, Special Supervisor, 2129 Grove St., Oakland 12

LEROY A. BLASER, Special Supervisor, Instructional Materials Program, 2129 Grove St., Oakland 12

LEE D. BODKIN, Assistant Supervisor, Trade and Industrial Teacher Training, 405 Hilgard Ave., University of California, Los Angeles 24

CAROLYN H. BROWN, Research Assistant, Instructional Materials, 2129 Grove St., Oakland 12

WARD L. COCKERTON, Traveling Instructor, Fire Training, 2129 Grove St., Oakland 12

OLEN DALE DAVIS, Consultant in Industrial Arts Education, 1002 J St., Sacramento 14

JAMES C. DUNBAR, Traveling Instructor, Foreman Training, Room 809-J, State Bldg., Los Angeles 12

WARD B. ENSLEY, Traveling Instructor, Fire Training, 5980 Grand Ave., Riverside

CHARLES E. GRANT, Traveling Instructor, Peace Officers' Training, 1002 J St., Sacramento 14

HARVEY N. GRUBER, Traveling Instructor, Fire Training, 1650 Orchard Ave., Santa Rosa

CARL J. KISTLE, Traveling Instructor, Fire Training, 1002 J St., Sacramento 14

ERNEST G. KRAMER, Regional Supervisor

VAN B. LAWRENCE, Assistant Supervisor, Trade and Industrial Teacher Training, 120 Haviland Hall, University of California, Berkeley 4

ROBERT H. LEWIS, Traveling Instructor, Fire Training, 809-J State Bldg., Los Angeles 12

PAUL LOFGREN, Assistant Supervisor, Trade and Industrial Teacher Training, in Charge of Trade Tests, 120 Haviland Hall, University of California, Berkeley 4

SIDNEY E. MCGAW, Regional Supervisor, 2129 Grove St., Oakland 12
GAIL E. MOORE, Supervisor, Trade and Industrial Teacher Training, 120 Haviland Hall, University of California, Berkeley 4
RICHARD W. NEVINS, Traveling Instructor, Fire Training, 3333 Van Ness Blvd., Fresno
JOHN P. PEPER, Special Supervisor, Peace Officers Training, 1002 J St., Sacramento 14
WILLIAM A. REED, Traveling Instructor, Fire Training, P. O. Box 97, Hilmar
GEORGE L. ROSECRANS, Assistant State Supervisor, Apprenticeship Training, 2129 Grove St., Oakland 12
ROBERT H. SHAW, Traveling Instructor of Fire Training, Redding
ELMER F. SPOULE, Traveling Instructor, Foreman Training, Room 809-J, State Bldg., Los Angeles 12
MACK STOKER, Regional Supervisor, Room 809-J, State Bldg., Los Angeles 12
WALLACE THEILMANN, Special Supervisor for Instructional Materials, University of California, 405 Hilgard Ave., Los Angeles 24
THOMAS S. WARD, Special Supervisor, Fire Training, 1002 J St., Sacramento 14

DIVISION OF LIBRARIES (State Library)

MABEL R. GILLIS, California State Librarian, Chief of Division
MRS. ELEANOR H. MORGAN, Assistant Librarian
HERBERT V. CLAYTON, Law and Legislative Reference Librarian
MARGARET E. PRESTON, Order Librarian
EVELYN HUSTON, Government Documents Librarian
BEULAH MUMM, Reference Librarian
GRACE MURRAY, Editorial Librarian
THELMA REID, Field Representative
MRS. VIRGINIA SIMPSON, Librarian, Books for the Blind
OLIVE SWAIN, Catalog Librarian
CAROLINE WENZEL, California Section Librarian
MRS. ALICIA M. HOOK, Prints Librarian
HELEN M. BRUNER, Librarian, Sutro Branch, Public Library Bldg., Civic Center, San Francisco 2

DIVISION OF PUBLIC SCHOOL ADMINISTRATION

FRANK M. WRIGHT, Associate Superintendent of Public Instruction; and Chief, Division of Public School Administration
RONALD W. COX, Assistant Division Chief, School Administration
MARION B. SLOSS, Supervising Field Representative, School Administration
T. H. BATTELLE, Field Representative, School Administration
JAMES D. CATE, Field Representative, School Administration, 28 S. University St., Redlands
RAY H. JOHNSON, Field Representative, School Administration
ALLEN KEIM, Field Representative, School Administration
ERNEST E. LINDSAY, Field Representative, School Administration, 1014 Black Bldg., 357 S. Hill St., Los Angeles 13
GEORGE F. HENDERSON, Auditor
HAROLD JEWELL, Auditor, 1001 Black Bldg., 357 S. Hill St., Los Angeles 13
JACOB SUSSELMAN, Auditor, 1014 Black Bldg., 357 S. Hill St., Los Angeles 13

(Unless otherwise indicated, the offices of divisions, bureaus and staff members listed here are located in the Library and Courts Building, Sacramento 14)

CHILD CARE CENTERS, 1014 Black Bldg., 357 S. Hill St., Los Angeles 13

JOHN R. WEBER, Supervisor, Child Care Centers, 1010 Black Bldg., 357 S. Hill St., Los Angeles 13

MARY ALICE MALLUM, Consultant, Child Care Centers, 1010 Black Bldg., 357 S. Hill St., Los Angeles 13

MRS. FRANCES PRESLEY, Consultant, Child Care Centers

CHILD WELFARE AND ATTENDANCE

E. R. DEERING, Consultant, Child Welfare and Attendance

INDIAN EDUCATION, Bureau of, 1006 Black Bldg., 357 S. Hill St., Los Angeles 13

FAYE K. BRIDGES, Chief of Bureau, 1006 Black Bldg., 357 S. Hill St., Los Angeles 13

JOSEPH O. CHANDLER, Field Representative

HELEN S. THOMPSON, Accounting Officer, 1006 Black Bldg., 357 S. Hill St., Los Angeles 13

READJUSTMENT EDUCATION, Bureau of, 1320 K St., Sacramento 14

HERBERT E. SUMMERS, Chief, Bureau of Readjustment Education, 1320 K St., Sacramento 14

TERRENCE A. DUFFY, Assistant Chief, Bureau of Readjustment Education, 1121 S. Hill St., Los Angeles 15

DEAN C. BOYACK, Technician, 1121 S. Hill St., Los Angeles 15

WESLEY R. BURFORD, Technician, 1320 K St., Sacramento 14

JEAN K. CAMPBELL, Technician, 1121 S. Hill St., Los Angeles 15

EUGENE M. DEGABRIELE, Technician, 1320 K St., Sacramento 14

HAROLD W. DUNN, Technician, 1121 S. Hill St., Los Angeles 15

ROBERT D. EDDY, Technician, 1320 K St., Sacramento 14

W. WESLEY HUMMEL, Technician, 1320 K St., Sacramento 14

SCHOOL ACCOUNTS AND RECORDS, Bureau of

RALPH R. BOYDEN, Chief, Bureau of School Accounts and Records

S. H. SWIFT, Semi-senior Accountant, Bureau of School Accounts and Records

SCHOOL DISTRICT ORGANIZATION, Bureau of, 918½ J St., Sacramento 14

EMMETT R. BERRY, Chief, Bureau of School District Organization, 918½ J St., Sacramento 14

GEORGE H. HALE, Field Representative, Bureau of School District Organization, 918½ J St., Sacramento 14

VERNE HALL, Field Representative, Bureau of School District Organization, 918½ J St., Sacramento 14

FLOYD E. TAYLOR, Field Representative, Bureau of School District Organization, 918½ J St., Sacramento 14

SCHOOL LUNCH PROGRAM, 1126½ I St., Sacramento 14

JAMES M. HEMPHILL, Supervisor School Lunch Program, 1126½ I St., Sacramento 14
———, Supervising Nutritionist, 1126½ I St., Sacramento 14

MRS. RUTH E. BOYER, Nutritionist, 106 Summit Drive, Corte Madera

VIOLET BRUGHELLI, Nutritionist, 1001 Black Bldg., 357 S. Hill St., Los Angeles 13

MRS. GEORGIA B. COLVER, Nutritionist, 1450½ Palm St., Chico

MRS. VESTA W. HAYNES, Nutritionist, 1001 Black Bldg., 357 S. Hill St., Los Angeles 13

KATHRYN LEHANE, Nutritionist, Fresno State College, Fresno 4

ROSETTA C. PERLEY, Nutritionist, 2509 College Ave., Berkeley 4

PHYLLIS R. RADEBAUGH, Nutritionist, Salinas

SCHOOL PLANNING, 918½ J St., Sacramento 14

CHARLES W. BURSCH, Assistant Division Chief, School Planning, 918½ J St., Sacramento 14

DOYT EARLY, Architect, 918½ J St., Sacramento 14

CHARLES D. GIBSON, Supervising Field Representative, School Planning, 424 Douglas Bldg., 257 S. Spring St., Los Angeles 12

JOHN BRANIGAN, Field Representative, 424 Douglas Bldg., 257 S. Spring St., Los Angeles 12

EDGAR W. PARSONS, Field Representative, School Planning, 918½ J St., Sacramento 14

DOW PATTERSON, Field Representative, School Planning, 424 Douglas Bldg., 257 S. Spring St., Los Angeles 12

PAUL L. RIVERS, Field Representative, School Planning, 918½ J St., Sacramento 14

HOWARD L. ROWE, Field Representative, School Planning, 918½ J St., Sacramento 14

RUEL J. TAYLOR, College Plant Adviser, 918½ J St., Sacramento 14

SURPLUS PROPERTY, State Educational Agency for, 1126½ I St., Sacramento 14

SAMUEL W. PATTERSON, Chief Surplus Property Officer, 1126½ I St., Sacramento 14

WILLIAM A. FARRELL, Executive Assistant, 1126½ I St., Sacramento 14

JAMES M. HEMPHILL, Executive Assistant, 1126½ I St., Sacramento 14

STANLEY R. PIAGGI, Assistant Surplus Property Officer, 1126½ I St., Sacramento 14

WALTER L. JOHNSON, Deputy Surplus Property Officer, 6500 Avalon Blvd., Los Angeles 3

CHESTER R. KLEVELAND, Assistant Surplus Property Officer, 6500 Avalon Blvd., Los Angeles 3

FRANCIS A. LANGSTON, Assistant Surplus Property Officer, 6500 Avalon Blvd., Los Angeles 3

NORMAN C. OLSON, Assistant Surplus Property Officer, 6500 Avalon Blvd., Los Angeles 3

KEITH T. SPEES, Assistant Surplus Property Officer, 6500 Avalon Blvd., Los Angeles 3

RICHARD E. WARD, Deputy Surplus Property Officer, 7425 San Leandro St., Oakland 3

FRANCIS L. HINCKLEY, Assistant Surplus Property Officer, 7425 San Leandro St., Oakland 3

GEORGE P. REILLY, Assistant Surplus Property Officer, 7425 San Leandro St., Oakland 3

EDMUND R. ANDERSON, Deputy Surplus Property Officer, 1800 Eleventh St., Sacramento 14

OTIS D. READ, Assistant Surplus Property Officer, 1800 Eleventh St., Sacramento 14

JOHN I. SHEA, Assistant Surplus Property Officer, 1800 Eleventh St., Sacramento 14

TEXTBOOKS AND PUBLICATIONS, Bureau of

IVAN R. WATERMAN, Chief, Bureau of Textbooks and Publications

W. S. DYAS, Supervisor of State Textbook Distribution, 1320 K St., Sacramento 14

DOROTHY M. CATON, Editorial Assistant

MRS. MARIAN D. MYERS, Editorial Assistant

MRS. MARION G. TINLING, Editorial Assistant

DIVISION OF SPECIAL SCHOOLS AND SERVICES

HERBERT R. STOLZ, M.D., Deputy Superintendent of Public Instruction; and Chief, Division of Special Schools and Services, 515 Van Ness Ave., San Francisco 2

EDWIN K. DOLE, Assistant Division Chief, Division of Special Schools and Services

JANE SEDGWICK, Food Administrator

HARRY W. STUART, Semi-senior Accountant

STATE SPECIAL SCHOOLS

CALIFORNIA SCHOOL FOR THE BLIND, 3001 Derby St., Berkeley 5

BERTHOLD LOWENFELD, Superintendent

CALIFORNIA SCHOOL FOR THE DEAF, Warring and Parker Sts., Berkeley 5

ELWOOD A. STEVENSON, Superintendent

STATE SCHOOL FOR THE DEAF, Riverside

RICHARD G. BRILL, Superintendent

SCHOOL FOR CEREBRAL PALSIED CHILDREN, NORTHERN CALIFORNIA, Box 2610, Edgewood Road, Redwood City

E. A. LOWN, Superintendent

SCHOOL FOR CEREBRAL PALSIED CHILDREN, SOUTHERN CALIFORNIA, 832

W. Mariposa St., Altadena

MELBA M. MILLER, Superintendent

CENTERS AND SERVICE FOR THE ADULT BLIND

TRAINING CENTER FOR ADULT BLIND, 3601 Telegraph Ave., Oakland 9

E. C. COPELAND, Superintendent

INDUSTRIAL WORKSHOP FOR THE BLIND, 840 Santee St., Los Angeles 15

GEORGE A. BROWN, Manager

STATE BLIND SHOP, 1344 F St., San Diego 2

DAVID G. REEDER, Manager

FIELD REHABILITATION SERVICE FOR THE BLIND (State Visiting Teacher Service for the Adult Blind), 515 Van Ness Ave., San Francisco 2

BERNECE McCRARY, Supervising Field Worker for the Blind, 515 Van Ness Ave., San Francisco 2

JEWEL BASSE, Field Worker for the Blind, 515 Van Ness Ave., San Francisco 2, Room 503

ELLEN BRENNAN, Field Worker for the Blind, 1218 I St., Sacramento 4

PATRICIA BYRNES, Field Worker for the Blind, 515 Van Ness Ave., San Francisco 2, Room 503

MAXINE S. HONEYCUTT, Field Worker for the Blind, 3432 Cherokee Ave., San Diego 4

MARIAN F. HUGHES, Field Worker for the Blind, 1225 Second St., San Bernardino

MRS. IRENE McCONNELL, Field Worker for the Blind, 2319 Parker St., Berkeley

MRS. MARCELLA K. NELSON, Field Worker for the Blind, 476 W. Santa Clara St., San Jose

ELEANOR SUMMERS, Field Worker for the Blind, 115 Calle Mayor, Redondo Beach

MRS. GEORGIA L. TYMONY, Field Worker for the Blind, 4320 Hooper Ave., Los Angeles

FRANCES VIRGIN, Field Worker for the Blind, 515 Van Ness Ave., San Francisco 2

VOCATIONAL REHABILITATION, Bureau of

CENTRAL OFFICE, 1320 K St., Sacramento 14

HARRY D. HICKER, Chief, Bureau of Vocational Rehabilitation

ELLARENE MCCOY, M.D., Medical Director, 357 S. Hill St., Los Angeles 13

F. E. HART, Jr., Supervisor of Rehabilitation Service

A. E. SEPTINELLI, Supervisor of Services for the Blind

DISTRICT OFFICES**I. San Francisco—515 Van Ness Ave., San Francisco 2**

J. M. DODD, District Supervisor
EDMOND GAYNOR, M.D., Medical Consultant
C. G. BLUETT, Assistant District Supervisor
NATHAN NELSON, Assistant District Supervisor
GEORGE M. SLOAN, Assistant District Supervisor
MORGAN W. VAIL, Assistant District Supervisor
RAYMOND E. BARTON, Vocational Rehabilitation Officer
BERTRAM L. BURK, Jr., Vocational Rehabilitation Officer
WILLIAM C. LERCHE, Vocational Rehabilitation Officer
LUCILLE LORTSCHER, Vocational Rehabilitation Officer
J. JAMES OVERTURE, Vocational Rehabilitation Officer
JANET PENCE, Vocational Rehabilitation Officer
MRS. HOPE M. PILLARS, Vocational Rehabilitation Officer
FRANK J. POWERS, Vocational Rehabilitation Officer
GEORGE E. REICK, Vocational Rehabilitation Officer
DUBOIS C. RHINE, Vocational Rehabilitation Officer
LANG RUSSEL, Vocational Rehabilitation Officer
ELISE WILLSON, Vocational Rehabilitation Officer
HOWARD B. WOLCOTT, Vocational Rehabilitation Officer
LAWRENCE F. MARCELINO, Rehabilitation Officer for the Blind
TOM L. ANDERSON, Rehabilitation Officer for the Deaf

II. Oakland—Medical Arts Bldg., 2109 Webster St., Oakland 12

LESLIE O. ADAMS, District Supervisor
RICHARD YOUNG, M.D., Medical Consultant
BEN B. BEALES, Assistant District Supervisor
JEANNETTE C. GREINER, Assistant District Supervisor
E. R. BECK, Vocational Rehabilitation Officer
IDELL S. BROWNLIE, Vocational Rehabilitation Officer
CATHERINE P. BUTCHER, Vocational Rehabilitation Officer
ELIZABETH C. CROSBY, Vocational Rehabilitation Officer
WARREN M. ENGSTRAND, Vocational Rehabilitation Officer
JOHN HOOBYAR, Vocational Rehabilitation Officer
BEDSON JUETT, Vocational Rehabilitation Officer
CLIFFORD O. MEADOWCROFT, Vocational Rehabilitation Officer
ROBERT L. MELODY, Vocational Rehabilitation Officer
PHILIP S. VAIL, Jr., Vocational Rehabilitation Officer
CHARLES D. WILLIAMS, Vocational Rehabilitation Officer
DALE C. WILLIAMSON, Vocational Rehabilitation Officer
ALLEN JENKINS, Rehabilitation Officer for the Blind

III. Sacramento—705 California St., Sacramento 14

ELDEN L. COLBY, District Supervisor
EDMUND E. SIMPSON, M.D., Medical Consultant
FRANCES J. O'BRIEN, Assistant District Supervisor
GEORGE ASKELUND, Vocational Rehabilitation Officer
ELVIN A. CURTIS, Vocational Rehabilitation Officer
RAYMOND JOHNSON, Vocational Rehabilitation Officer
JEAN ZELLE, Vocational Rehabilitation Officer

IV. Fresno—908 I St., Fresno 1

DONALD W. BLYTH, District Supervisor
BRYSON E. COX, M.D., Medical Consultant
NEIL MACDONALD, Vocational Rehabilitation Officer
GEORGE RICHARDSON, Vocational Rehabilitation Officer
RAY WILLIAMS, Vocational Rehabilitation Officer

V. Pasadena—308 Stevenson Bldg., 30 N. Raymond Ave., Pasadena 1

J. A. DAVIS, District Supervisor
ESTHER KIRK, M.D., Medical Consultant
WILLIAM GROTHEN, Assistant District Supervisor
FLOYD G. ALLEN, Vocational Rehabilitation Officer
CLAIRE BRERETON, Vocational Rehabilitation Officer
JOE BROWN, Vocational Rehabilitation Officer
CRAWFORD BRUBAKER, Vocational Rehabilitation Officer
JOHN F. DOOLEY, Vocational Rehabilitation Officer
WINSTON R. SMOYER, Vocational Rehabilitation Officer

VI. Los Angeles—811 Black Bldg., 357 S. Hill St., Los Angeles 13

W. E. SMITH, District Supervisor
ELLARENE MACCOY, M.D., Medical Consultant
JAMES R. DAVIDSON, Assistant District Supervisor
R. W. FEIKE, Assistant District Supervisor
HARRY I. FRIEDMAN, Assistant District Supervisor
GLENN J. McMULLEN, Assistant District Supervisor
ARTHUR RASHKOW, Assistant District Supervisor
JOSEPH O. STANTON, Assistant District Supervisor
ALEXANDER A. ATLAS, Vocational Rehabilitation Officer
FRANKLIN C. BAILEY, Vocational Rehabilitation Officer
JAMES T. BARRETT, Vocational Rehabilitation Officer
HELEN D. BERNARD, Vocational Rehabilitation Officer
WILLIAM W. CHAMPION, Vocational Rehabilitation Officer
HENRY M. DEGARIS, Vocational Rehabilitation Officer
RENE DELIBAN, Vocational Rehabilitation Officer
RAYMOND T. EDDY, Vocational Rehabilitation Officer
MILTON J. FEINERMAN, Vocational Rehabilitation Officer
LEE R. FORGY, Vocational Rehabilitation Officer
A. G. GARRIS, Vocational Rehabilitation Officer
ROBERT A. GODLEY, Vocational Rehabilitation Officer
Z. L. GULLEDGE, Vocational Rehabilitation Officer
ARTHUR G. HARRELL, Vocational Rehabilitation Officer
RUSSELL C. HERBERT, Vocational Rehabilitation Officer
BARBARA LAWRENCE, Vocational Rehabilitation Officer
ARTHUR C. POINC, Vocational Rehabilitation Officer
VERENA H. RIVES, Vocational Rehabilitation Officer
J. GUSTAVE WHITE, Vocational Rehabilitation Officer
WAYNE H. BRADLEY, Rehabilitation Officer for the Blind
THOMAS ROTHWELL, Rehabilitation Officer for the Blind
HARRY L. RUNNION, Rehabilitation Officer for the Blind
VALENTINE A. BECKER, Rehabilitation Officer for the Deaf

VII. Long Beach—620 Times Bldg., 215 American Ave., Long Beach 2

ANDREW MARRIN, District Supervisor
ESTHER KIRK, M.D., Medical Consultant
JOSEPH O. STANTON, Assistant District Supervisor

CHARLES COLLINS, Vocational Rehabilitation Officer
SIDNEY EDMONSON, Vocational Rehabilitation Officer
RICHARD L. LAYMAN, Vocational Rehabilitation Officer
PHILLIPP YEOMANS, Vocational Rehabilitation Officer
JAMES P. McCORMICK, Rehabilitation Officer for the Blind

BRANCH OFFICES

Bakersfield—2030 Nineteenth St.

HOWARD O. ROLAND, Vocational Rehabilitation Officer

Chico—407 Main St.

ROLAND S. APPLGATE, Vocational Rehabilitation Officer

Eureka—211 Fifth St.

RALPH C. SHANKS, Vocational Rehabilitation Officer

Pomona—605 N. Park St., c/o City Superintendent of Schools

DOROTHY MITCHELL, Vocational Rehabilitation Officer

San Bernardino—305 Platt Bldg., 491 Fifth St.

R. W. DUTCHER, Vocational Rehabilitation Officer

HARRY G. KLINGBIEL, Vocational Rehabilitation Officer

San Diego—522 Spreckels Bldg., 121 Broadway, San Diego 1

FRANK W. VINGOE, Assistant District Supervisor

HAZEL BIRD, Vocational Rehabilitation Officer

WILLIAM R. HOYE, Vocational Rehabilitation Officer

RAY JOLLY, Vocational Rehabilitation Officer *

JOHN C. SCUDDER, Vocational Rehabilitation Officer

Santa Ana—1104 W. Eighth St., Santa Ana

ANDREW J. FULLER, Vocational Rehabilitation Officer

ARTHUR D. MACFALL, Vocational Rehabilitation Officer

Santa Barbara—325 State St.

JAMES A. WALKER, Vocational Rehabilitation Officer

EDITH FOTHERINGHAM, Vocational Rehabilitation Officer

Santa Rosa—Room 315, Rosenberg Bldg., Santa Rosa

ROBERT F. HELD, Rehabilitation Officer

Stockton—Room 502, Stockton Savings and Loan Bank Bldg., 311 E. Main St., Stockton 5

BRUCE E. EDSON, Vocational Rehabilitation Officer

JOHN C. WADDELL, Vocational Rehabilitation Officer

LOCAL OFFICES

Salinas—110½ Homestead Ave., Salinas

E. L. LOW, Rehabilitation Co-ordinator

San Diego—835 Twelfth Ave., San Diego 2

JOHN E. WIMMER, Rehabilitation Co-ordinator

San Jose—Room 28, San Jose High School Bldg., San Jose 14

D. W. THOMAS, Rehabilitation Co-ordinator

* Absent on leave.

BUSINESS ENTERPRISE PROGRAM

Los Angeles—811 Black Bldg., 357 S. Hill St., Los Angeles 13

JOHN M. SPALDING, Business Enterprise Officer for the Blind

Oakland—2059 Webster St., Oakland 12

LEONARD WYKOWSKI, Business Enterprise Officer for the Blind

San Francisco—515 Van Ness Ave., San Francisco 2

GUSTAVE F. VIGREN, Business Enterprise Officer for the Blind

DIVISION OF STATE COLLEGES AND TEACHER EDUCATION

AUBREY A. DOUGLASS, Associate Superintendent of Public Instruction; and Chief,
Division of State Colleges and Teacher Education

JOEL BURKMAN, Assistant Division Chief, State Colleges and Teacher Education

JAMES C. STONE, Consultant in Teacher Education, Room 204, 1320 K St., Sacramento 14

HENRY A. PATNAUDE, Associate Construction Supervisor

DONALD R. YOUNGREEN, Senior Accountant

CREDENTIALS OFFICE, 1320 K St., Sacramento 14

Mailing Address: c/o State Department of Education, Sacramento 14

HERSCHEL S. MORGAN, Credentials Technician

MRS. IRMA BROWNSTONE, Assistant Credentials Technician

MRS. LA VEDA HARP, Assistant Credentials Technician

MRS. RUTH HENDRICKSON, Assistant Credentials Technician

MRS. MARIE M. LEIK, Assistant Credentials Technician

ETHEL MACPHERSON, Assistant Credentials Technician

ISAAC B. MAYERS, Assistant Credentials Technician

MRS. ALICE E. PENNEY, Assistant Credentials Technician

MRS. GEORGIA TAYLOR, Assistant Credentials Technician

MARJORIE A. TREGELLAS, Assistant Credentials Technician

STATE COLLEGES

CALIFORNIA MARITIME ACADEMY, Morrow Cove, Solano County; P. O.

Address: Carquinez Straits, Vallejo

RUSSELL M. IHRIG, Commodore, U. S. N. (Retired), Superintendent

CALIFORNIA STATE POLYTECHNIC COLLEGE, San Luis Obispo, San Dimas,
and Pomona

JULIAN A. MCPHEE, President

CHICO STATE COLLEGE, Chico

GLENN KENDALL, President

FRESNO STATE COLLEGE, Fresno 4

ARNOLD E. JOYAL, President

HUMBOLDT STATE COLLEGE, Arcata

CORNELIUS H. SIEMENS, President

LONG BEACH STATE COLLEGE, in temporary quarters at 5401 E. Anaheim St.,
Long Beach 4

P. VICTOR PETERSON, President

LOS ANGELES STATE COLLEGE OF APPLIED ARTS AND SCIENCES, 855

N. Vermont Ave., Los Angeles 26

HOWARD S. McDONALD, President

SACRAMENTO STATE COLLEGE, Sacramento 17

GUY A. WEST, President

SAN DIEGO STATE COLLEGE, San Diego 5

WALTER R. HEPNER, President

SAN FRANCISCO STATE COLLEGE, 124 Buchanan St., San Francisco 2

J. PAUL LEONARD, President

SAN JOSE STATE COLLEGE, San Jose 14

T. W. MACQUARRIE, President

COMMISSION OF CREDENTIALS

ROY E. SIMPSON, Superintendent of Public Instruction, *Chairman*

AUBREY A. DOUGLASS, Associate Superintendent of Public Instruction; and Chief, Division of Teacher Education, *Secretary*

JAY DAVIS CONNER, Associate Superintendent of Public Instruction; and Chief, Division of Instruction

FRANK M. WRIGHT, Associate Superintendent of Public Instruction; and Chief, Division of School Administration

WESLEY P. SMITH, State Director of Vocational Education

STATE CURRICULUM COMMISSION

ROY E. SIMPSON, Superintendent of Public Instruction, *Chairman*

IRWIN O. ADDICOTT, Associate Superintendent of Schools, Fresno

JOHN F. BRADY, Associate Superintendent of Schools, San Francisco

RUBIE BURTON, Teacher, Santa Barbara Senior High School, Santa Barbara

MRS. DOROTHY HARSIN, District Assistant Superintendent of Schools, Los Angeles

ROY E. LEARNED, Principal, Mark Twain Elementary School, Sacramento

RICHARD MADDEN, Dean of Professional Education, San Diego State College

H. M. McPHERSON, District Superintendent, Napa Union High School District, and Principal, Napa Junior College, *Secretary*

WILLIAM G. PADEN, City Superintendent of Schools, Alameda

JACKSON PRICE, District Superintendent, Shasta Union High School District, Redding, and Principal, Shasta Union High School

C. C. TRILLINGHAM, County Superintendent of Schools, Los Angeles County

STATE TEACHERS' RETIREMENT SYSTEM

1408 J St., Sacramento 14

TEACHERS' RETIREMENT BOARD

THE STATE BOARD OF EDUCATION, and

MRS. LOUISE BYER GRIDLEY, Berkeley Senior High School

IRA C. LANDIS, City Superintendent of Schools, Riverside

ROY E. SIMPSON, ex officio Secretary and Executive Officer

MRS. MARION K. WACHHOLD, Assistant to the Secretary

STAFF

RALPH E. NELSON, Consulting Actuary

LEO J. REYNOLDS, Assistant Executive Officer